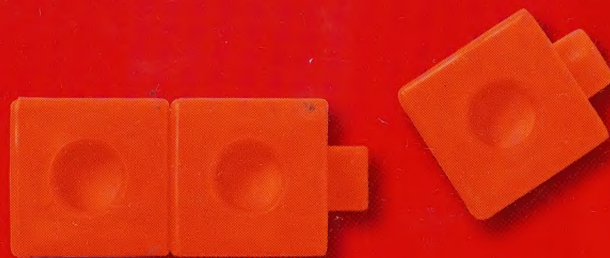


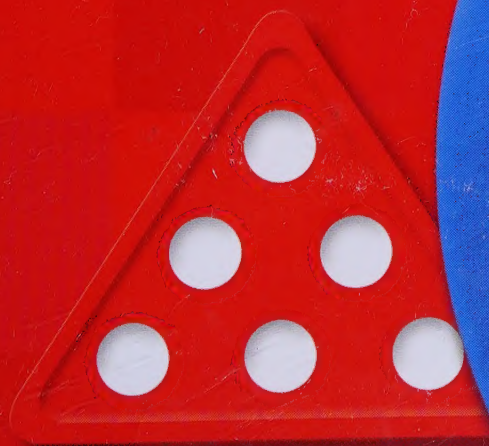
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**SADLIER-OXFORD**

# Progress in Mathematics

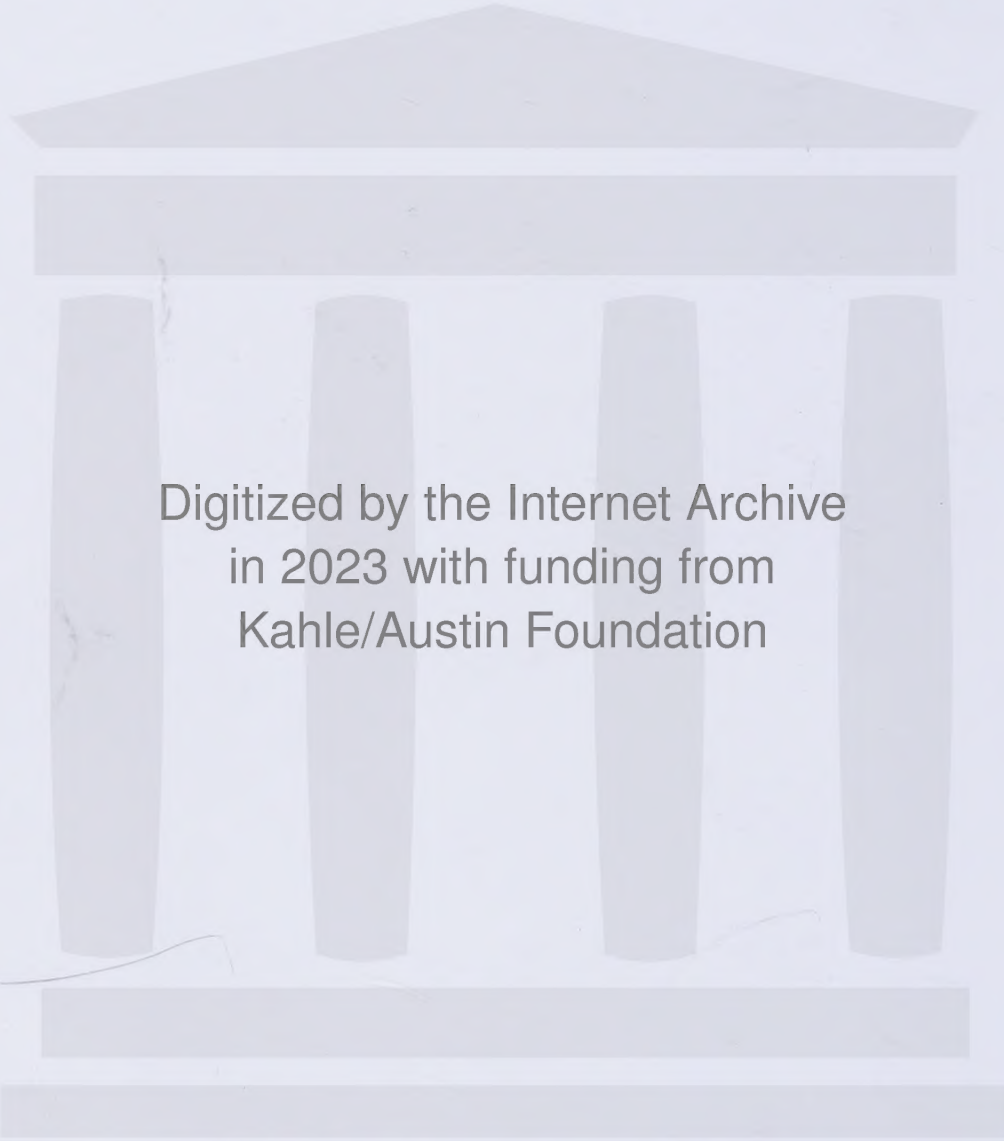


$$10 - 1 = 9$$



Sakeena  
Ali





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# **Progress in Mathematics**

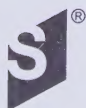
**SADLIER-OXFORD**



**Catherine D. LeTourneau**

*with*

**Elinor R. Ford**



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**Contributing Illustrators:** Bernard Adnet, Sarah Beise, Mary Bono, Mircea Catusnu, Georgia Cawley, Lee Duggan, Dave Garbot, Bob Holt, Nathan Jarvis, Gary Johnson, Dave Jonason, Dean Macadam, P.T. Pie, Dirk Wunderlich

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New York, NY 10004-1010

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Printed in the United States of America.

ISBN 978-0-8215-5101-1

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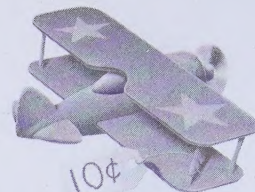


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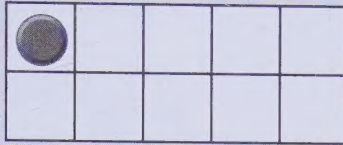


# Numbers 1 Through 4

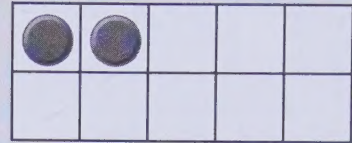
Name \_\_\_\_\_

Numbers show how many.

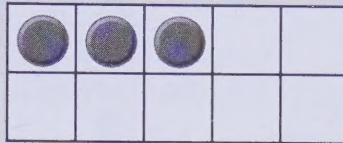
1  
one



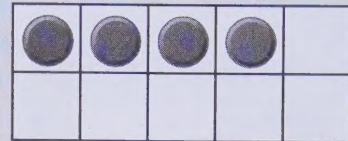
2  
two



3  
three



4  
four



How many bugs?

Write the number word and the number.

1.



two 2

2.



one 1

3.



four 4

4.



three 3

5.



two 2

6.



three 3

7.



one 1

8.



two 2

9.



four 4

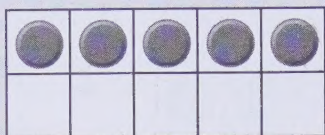


# Numbers 5 and 0

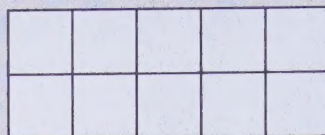
Name

Sakeena

9-13-2021



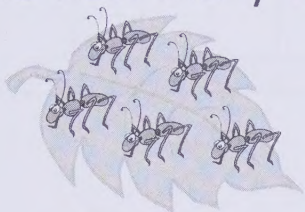
5 five



0 zero

Write how many bugs.

1.



5

2.



0

3.



5

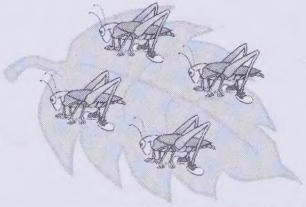
Write the number word and the number.

4.



five 5

5.



four 4

6.



zero 0

Write the number word.

Draw dots for each number.

7.

5

five



8.

0

zero



9.

4

four

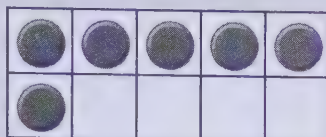




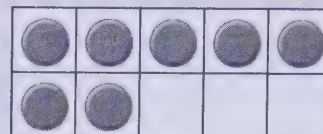
# Numbers 6 Through 9

Name \_\_\_\_\_

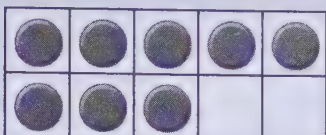
6  
six



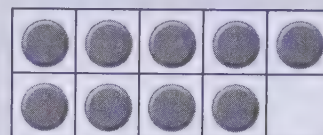
7  
seven



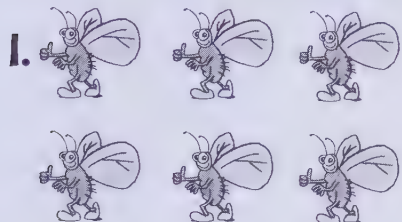
8  
eight



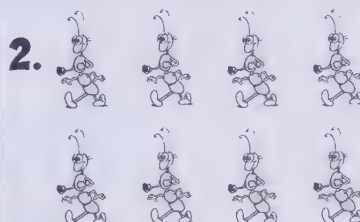
9  
nine



Write the number word and the number.



six 6



eight 8



nine 9



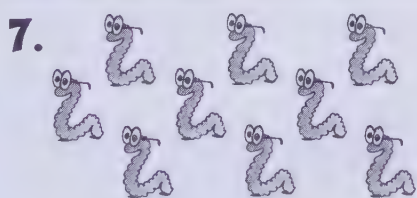
seven 7



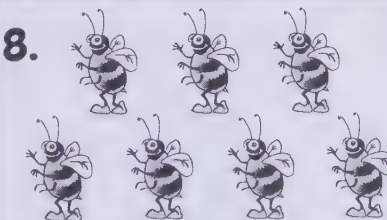
six 6



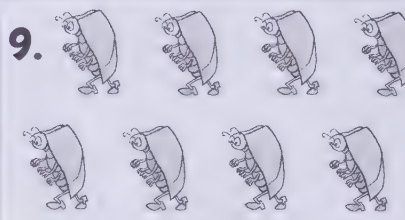
seven 7



nine 9



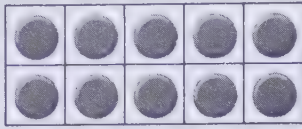
seven 7



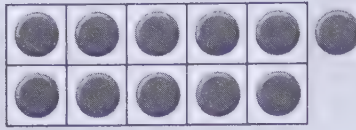
eight 8

# Numbers 10 Through 12

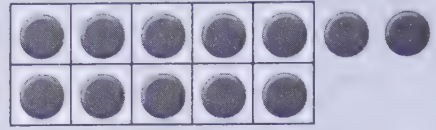
Name \_\_\_\_\_



10 ten

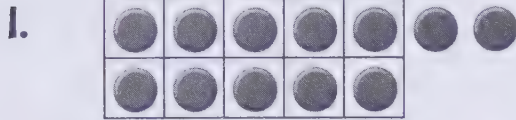


11 eleven

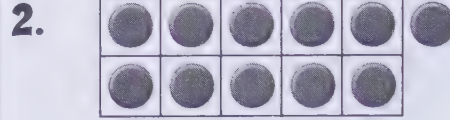


12 twelve

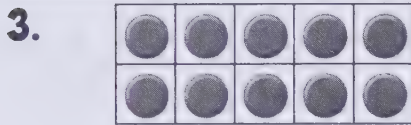
Write the number word and the number.



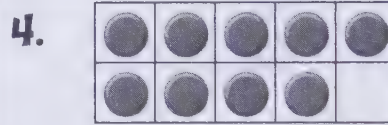
twelve 12



eleven 11

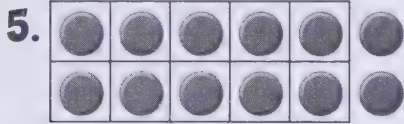


ten 10

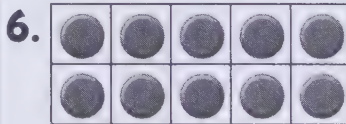


nine 9

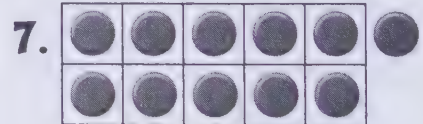
Write the number word.



twelve



ten



eleven

8. 10

ten

9. 11

eleven

10. 12

twelve



# One Fewer, One More

Name \_\_\_\_\_



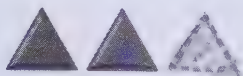
3 is one fewer than 4 .



5 is one more than 4 .

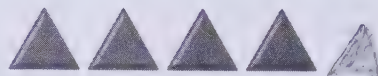
Draw one more. Write the number.

1.



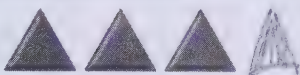
3

2.



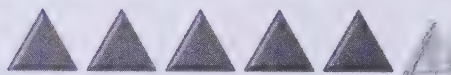
5

3.



4

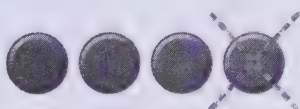
4.



6

X to show one fewer. Write the number.

5.



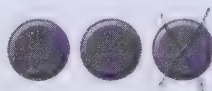
3

6.



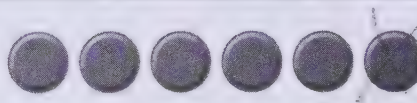
1

7.



2

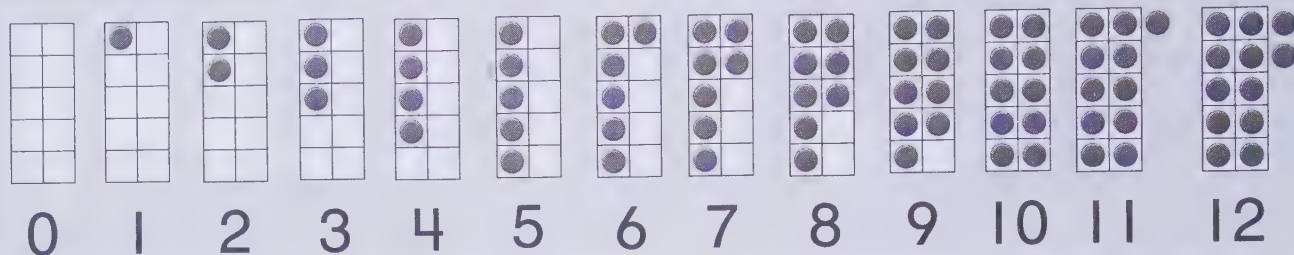
8.



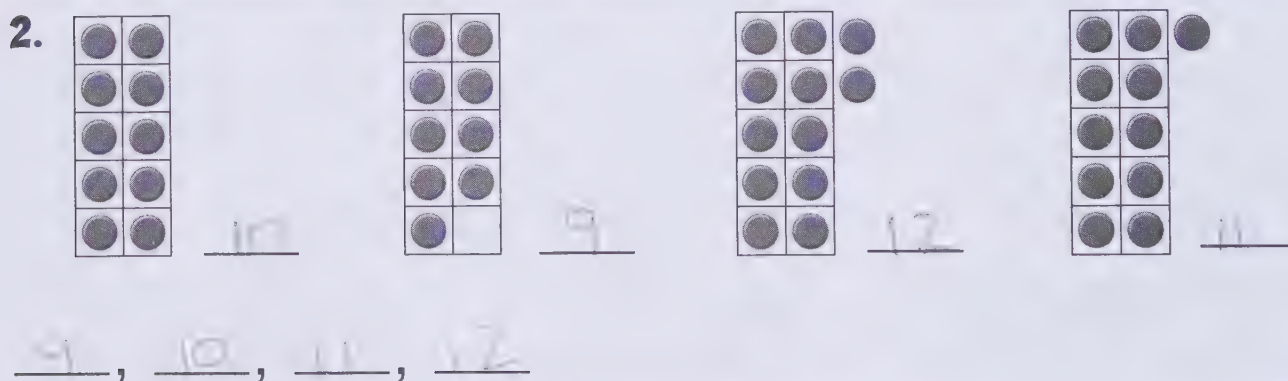
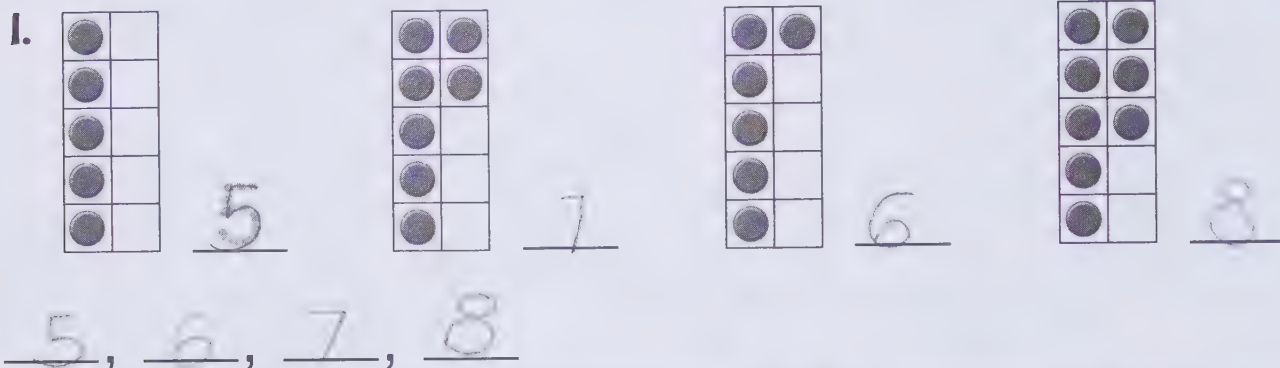
5

# Order 0 Through 12

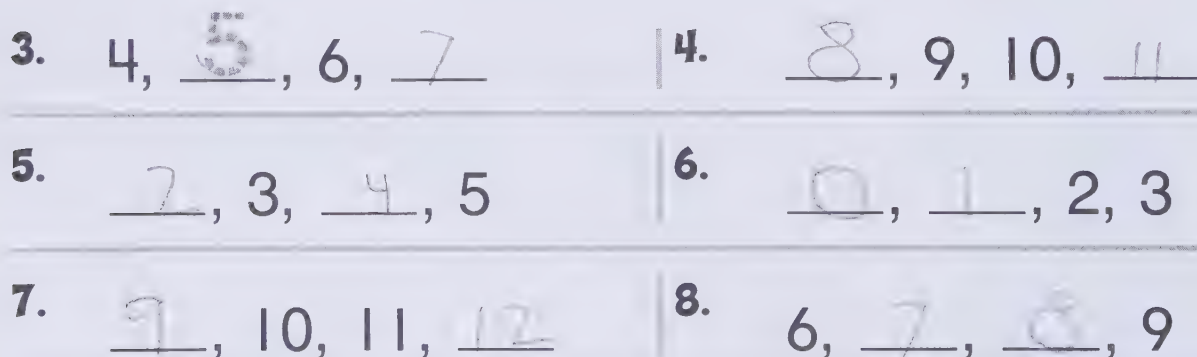
Name \_\_\_\_\_



Write how many. Then order the numbers.



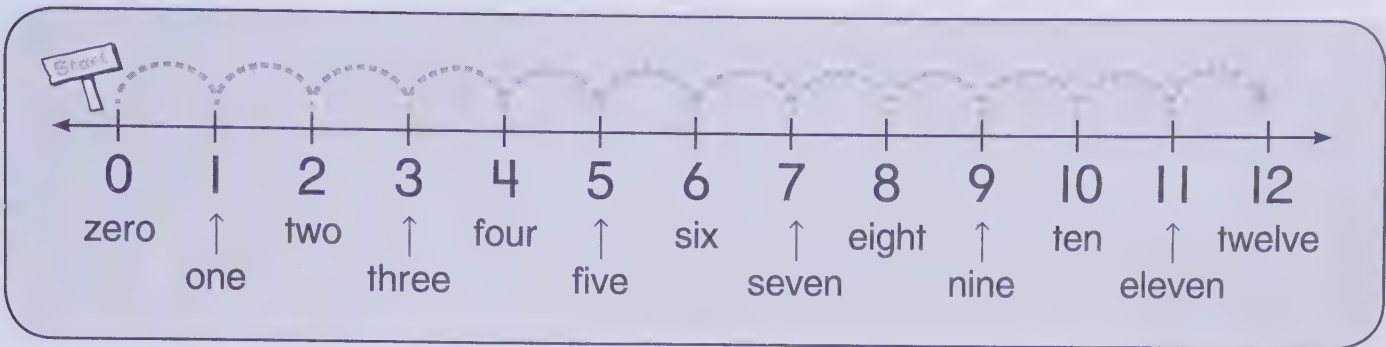
Write the missing numbers.





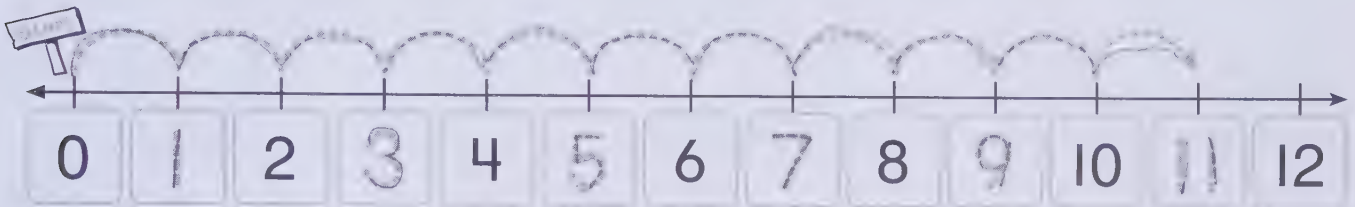
# Count On

Name \_\_\_\_\_

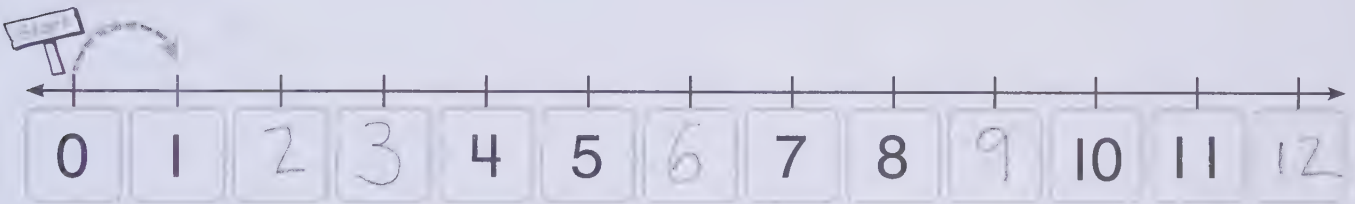


Count on. Write the missing numbers.

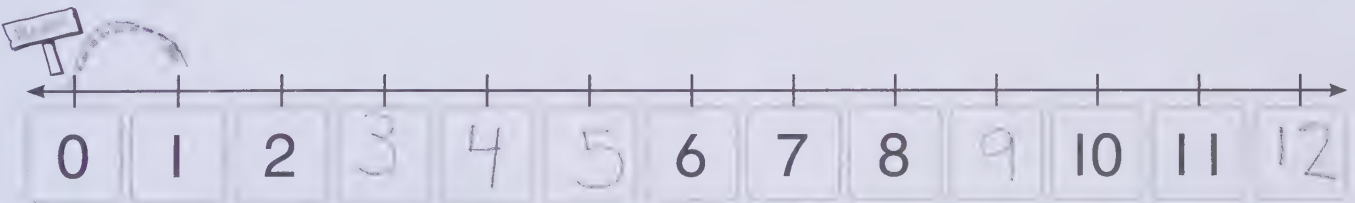
1.



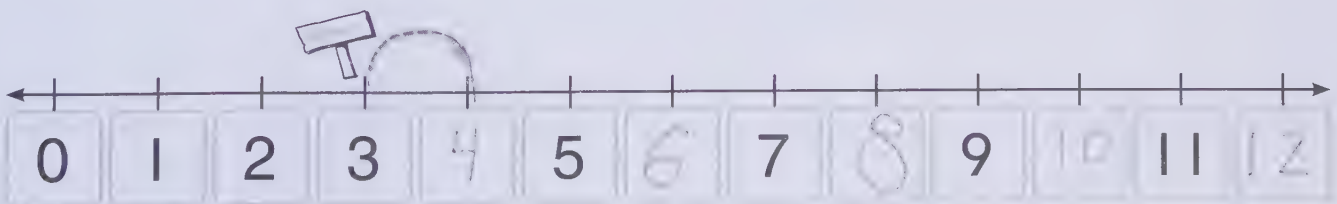
2.



3.

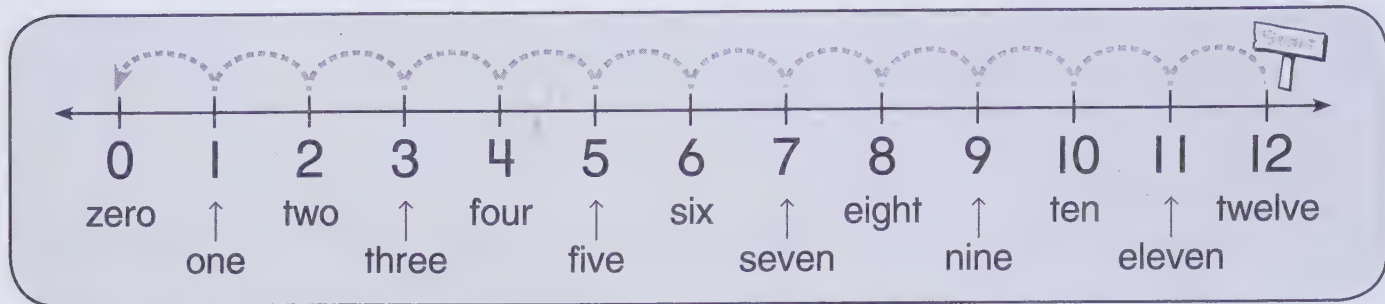


4.

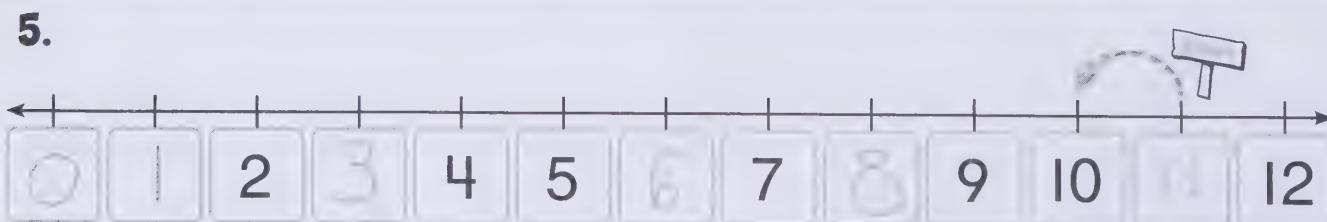
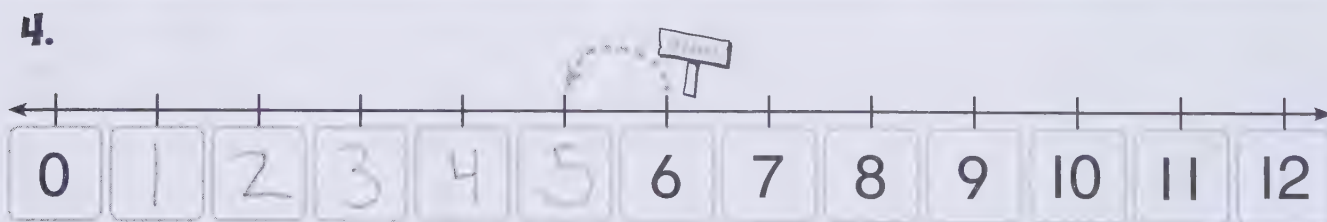
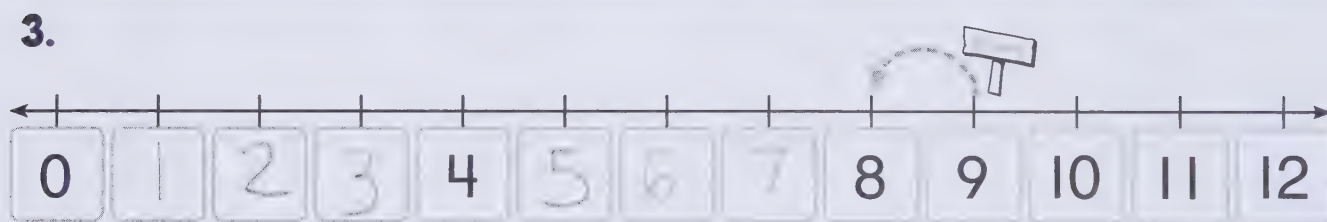
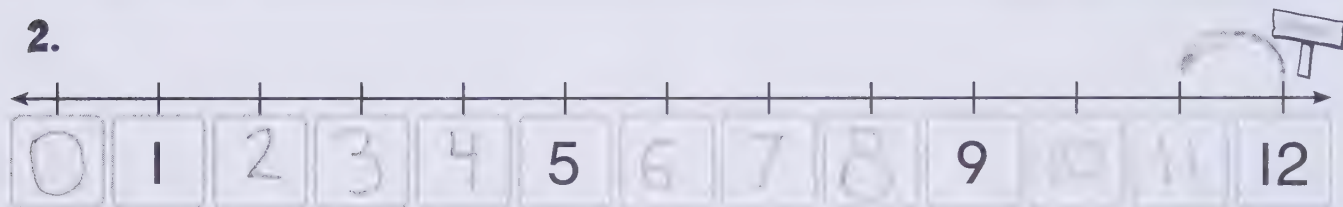
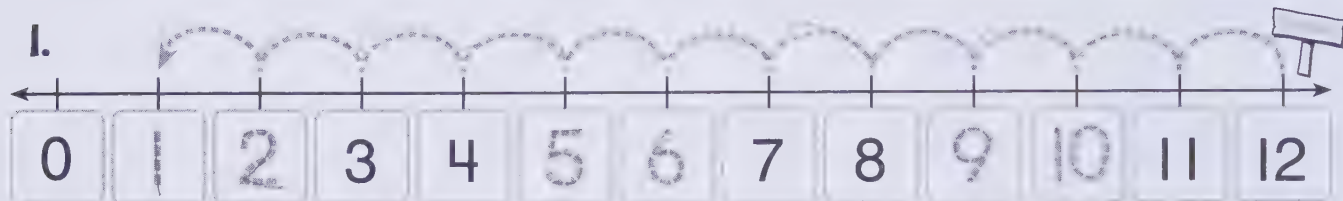


# Count Back

Name \_\_\_\_\_



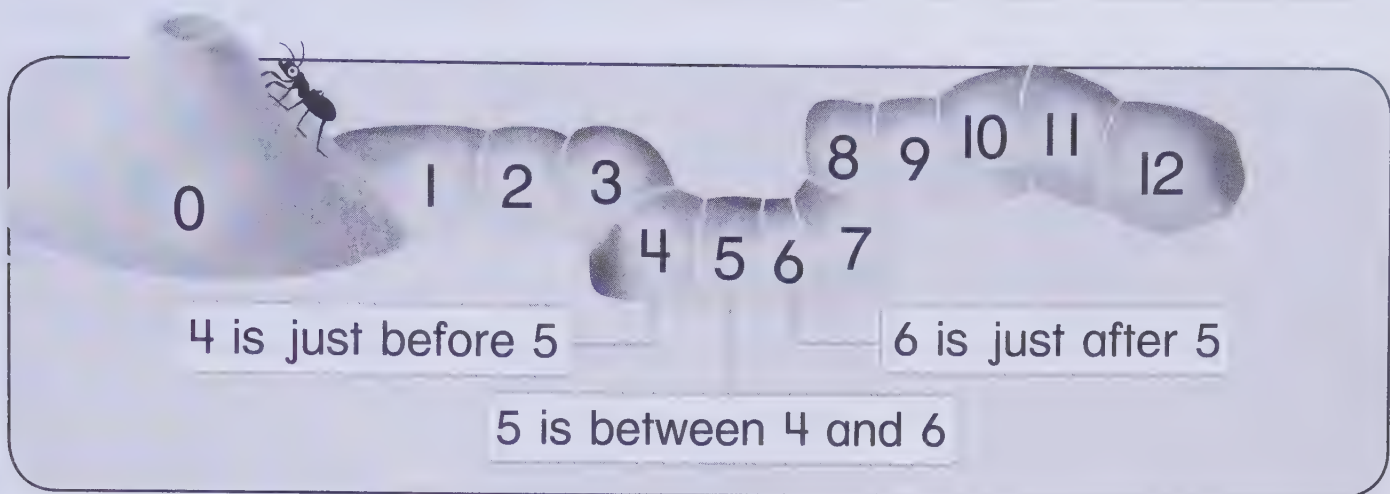
Count back. Write the missing numbers.





# Before, Between, After

Name \_\_\_\_\_



1. Write the number that comes just before.

4, 5      3, 4      2, 3      7, 8

1, 2      8, 9      11, 12      9, 10

5, 6      10, 11      3, 1      6, 7

2. Write the number that comes just after.

8, 9      1, 2      9, 10      3, 4

5, 6      7, 8      10, 11      0, 1

11, 12      4, 5      2, 3      6, 7

3. Write the number that comes between.

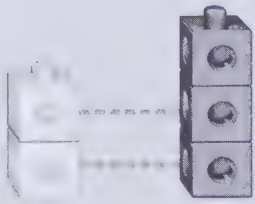
8, 9, 10      7, 8, 9      1, 2, 3      5, 6, 7

0, 1, 2      6, 7, 8      2, 3, 4      3, 4, 5

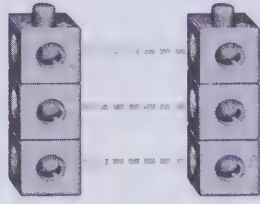


# Compare

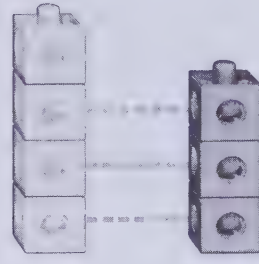
Name \_\_\_\_\_



2 is less than 3  
 $2 < 3$



3 is equal to 3  
 $3 = 3$

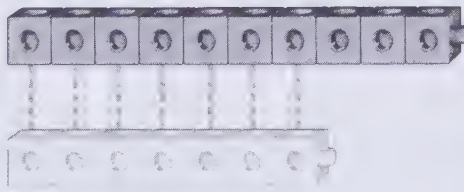


4 is greater than 3  
 $4 > 3$

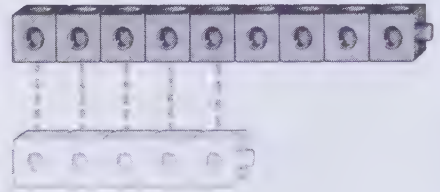
Write  $<$ ,  $=$ , or  $>$ .



1.  $3 < 5$



2.  $10 > 7$



3.  $9 > 5$

4.  $8 < 12$

5.  $6 < 10$

6.  $8 = 8$

7.  $9 = 9$

8.  $11 > 9$

9.  $6 > 3$

10. twelve  $>$  ten

11. seven  $<$  eight

12. nine  $<$  eleven

13. eight  $>$  six



# Ordinals 1st Through 10th

Name \_\_\_\_\_

firstsecondthirdfourthfifthsixthseventheighthninthtenth

1st2nd3rd4th5th6th7th8th9th10th

1. Circle the position of each bug.

	2nd	7th	3rd
	2nd	5th	3rd
	4th	1st	10th
	9th	8th	4th
	2nd	10th	6th

2. Color the box. Start at the left.

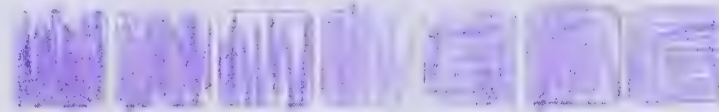
tenth



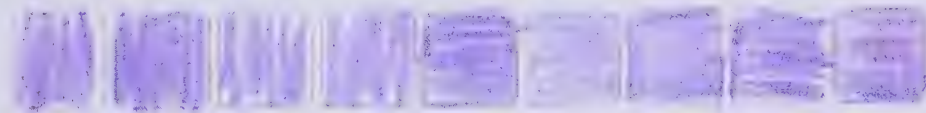
eighth



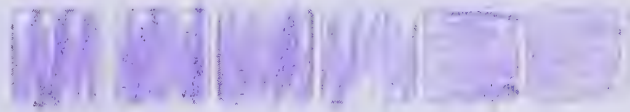
seventh



ninth



sixth



# Ordinals: From Top or Bottom

Name \_\_\_\_\_

Look at the bugs on the tree.  
Write the ordinal number for each bug.

1.



7th

2.



9th

3.



2th

4.



5th

5.



3rd

6.



10th

7.



8th

8.



6th

9.



4th

10.



1st

10th  
tenth



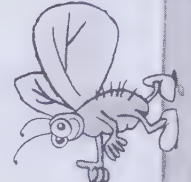
9th  
ninth



8th  
eighth



7th  
seventh



6th  
sixth



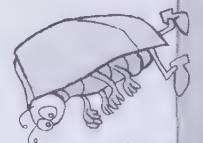
5th  
fifth



4th  
fourth



3rd  
third



2nd  
second



1st  
first





# Problem-Solving Strategy: Act It Out

Name \_\_\_\_\_

**Read**

Lee sees 5 .

Roland sees 2 more  than Lee.

How many  does Roland see?

**Plan**

Use  and  to act out the problem.

**Write**

Lee

Roland

(Count Roland's  
cubes.)

Roland sees 7 .

**Check**

Draw a picture to check.

Act it out.

1. Paula finds 7 .

Ricky finds one fewer  than Paula.

How many  does Ricky find? Ricky finds 6 .

2. Iris catches 3 .

Fred catches 3 more  than Iris.

How many  does Fred catch? Fred catches 6 .

3. Bobby is fifth in line.

Mari is tenth in line.

How many children are between them? 4 children

4. Juan draws 12 .

Mary draws 2 fewer  than Juan.

How many  does Mary draw? Mary draws 10 .

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

Read Plan Write Check





## Strategy File

Act It Out  
Draw a Picture

1. Raul has a number between 5 and 10.  
It is one fewer than 9.  
What number does Raul have?

6, 7, 8, 9

Raul has number 8.




2. Jodi has 11 .  
Rob has 1 more  than Jodi.  
How many  does Rob have?


Rob has 12 .

3. Saul is third in line.  
Enid is last in line.  
There are 3 children between them.  
What position is Enid in line?

7th

Enid is 7th in line.

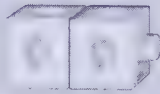
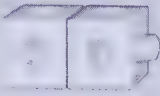
4. Jed caught 3 .  
Sally caught 1  more than Jed.  
How many  did Sally catch?

Sally caught 4 .



# Understanding Addition

Name \_\_\_\_\_




2

and

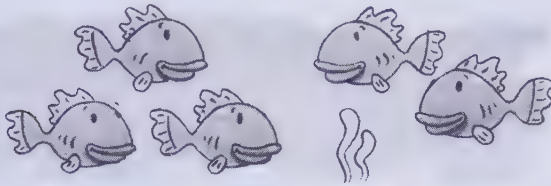
2

equals

4 in all.

Join  to model each addition story.  
Write the numbers.

1.



3 

and

2 

equals 5 in all.

2.



2 

and

2 

equals 4 in all.

3.



4 

and

1 

equals 5 in all.

4.



1 

and

2 

equals 3 in all.

# Addition Sentences

Name \_\_\_\_\_



$$3 + 2 = 5$$

plus      equals

$3 + 2 = 5$  is an addition sentence.

Add. Write each addition sentence.

1. 

$$\underline{4} + \underline{2} = \underline{6}$$

2. 

$$\underline{1} + \underline{4} = \underline{5}$$

3. 

$$\underline{2} + \underline{3} = \underline{5}$$

4. 

$$\underline{2} + \underline{1} = \underline{3}$$

5. 

$$\underline{1} + \underline{5} = \underline{6}$$

6. 

$$\underline{2} + \underline{2} = \underline{4}$$

7. 

$$\underline{3} + \underline{1} = \underline{4}$$

8. 

$$\underline{3} + \underline{\quad} = \underline{\quad}$$



# Sums Through 6

Name \_\_\_\_\_

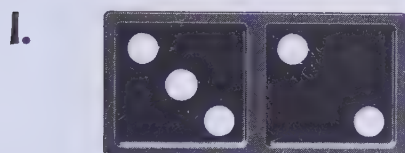
You can write an addition fact in two ways.



$$\begin{array}{r} 3 \text{ addend} \\ + 1 \text{ addend} \\ \hline 4 \text{ sum} \end{array}$$

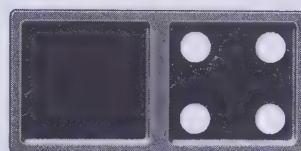
$$\begin{array}{ccccccc} 3 & + & 1 & = & 4 \\ \text{addend} & & \text{addend} & & \text{sum} \end{array}$$

Add.



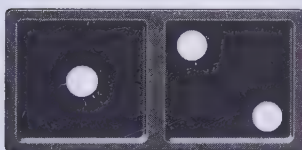
$$3 + 2 = 5$$

2.



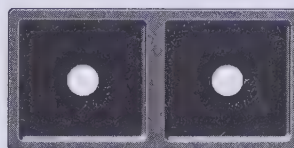
$$0 + 4 = 4$$

3.



$$1 + 2 = 3$$

4.



$$1 + 1 = 2$$

5.



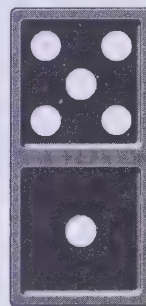
$$\begin{array}{r} 0 \\ + 2 \\ \hline 2 \end{array}$$

6.



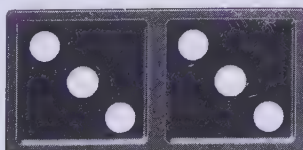
$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

7.



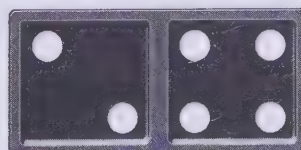
$$\begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$$

8.



$$3 + 3 = 6$$

9.



$$2 + 4 = 6$$

# Related Addition Facts

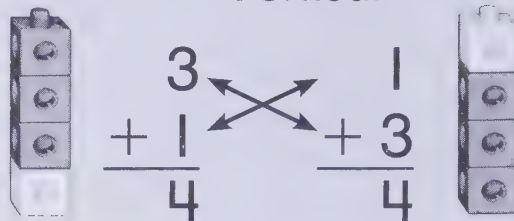
Name \_\_\_\_\_

Change the order of the addends and get the same sum.



Horizontal


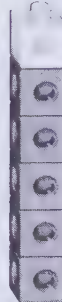
$$\begin{array}{r} 3 + 1 = 4 \\ 1 + 3 = 4 \end{array}$$




Vertical


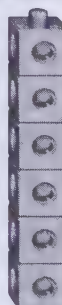
$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array} \quad \begin{array}{r} 1 \\ + 3 \\ \hline 4 \end{array}$$


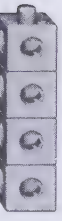

Add. Write the related addition fact.



1.   $\begin{array}{r} 3 \\ + 0 \\ \hline 3 \end{array}$    $\begin{array}{r} 0 \\ + 3 \\ \hline 3 \end{array}$


2.   $\begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$    $\begin{array}{r} 1 \\ + 5 \\ \hline 6 \end{array}$



3.   $\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$    $\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$

4.   $\begin{array}{r} 0 \\ + 6 \\ \hline 6 \end{array}$    $\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$

5.   $\begin{array}{r} 0 \\ + 4 \\ \hline 4 \end{array}$    $\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$

6.   $\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$    $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$

7.   $1 + 4 = 5$   
 $4 + 1 = 5$

8.   $3 + 2 = 5$   
  $2 + 3 = 5$



# Sums of 7 and 8

Name \_\_\_\_\_

$$\begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array} + \begin{array}{c} \bullet \\ \bullet \end{array} = 8$$

part + part = whole

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$



Find the sum. Draw and count to check.

1.

$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$



2.

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$



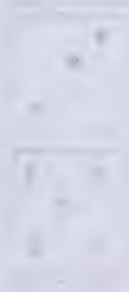
3.

$$\begin{array}{r} 1 \\ + 7 \\ \hline 8 \end{array}$$



4.

$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$



5.

$$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$$



6.

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$



7.

$$8 + 0 = 8$$



8.

$$1 + 6 = 7$$



9.

$$5 + 2 = 7$$



10.

$$3 + 4 = 7$$



11.

$$2 + 6 = 8$$



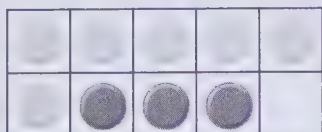
12.

$$6 + 1 = 7$$

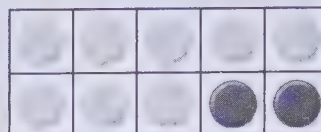


# Sums of 9 and 10

Name \_\_\_\_\_



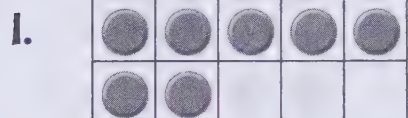
$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$



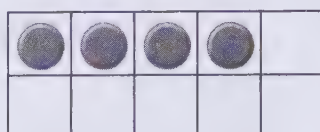
$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

Draw ● for the second addend.

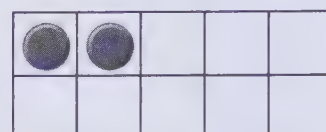
Write the sum.



$$7 + 2 = \underline{9}$$



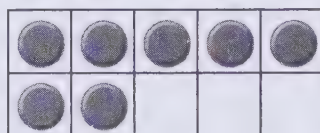
$$4 + 6 = \underline{10}$$



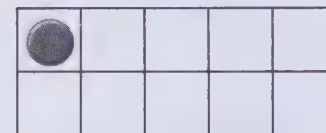
$$2 + 8 = \underline{10}$$



$$1 + 8 = \underline{9}$$



$$7 + 3 = \underline{10}$$



$$1 + 9 = \underline{10}$$

Find the sum. Use a and ● to check.

3. 
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

4.  $9 + 0 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

5.  $6 + 4 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

6.  $9 + 1 = \underline{\quad}$

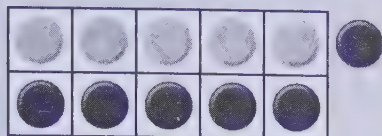
$2 + 7 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

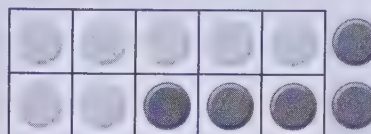


# Sums of 11 and 12

Name \_\_\_\_\_

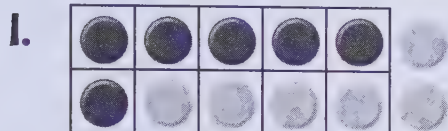


$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

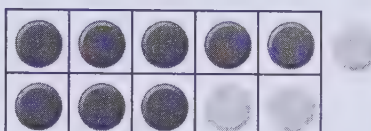


$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$$

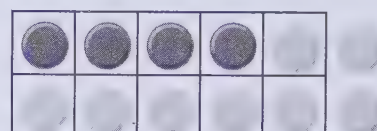
Find the sum.



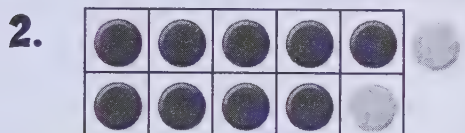
$$6 + 6 = 12$$



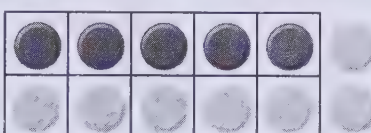
$$8 + 3 = 11$$



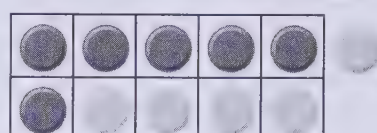
$$4 + 8 = 12$$



$$9 + 2 = 11$$



$$5 + 7 = 12$$



$$6 + 5 = 11$$

Find the sum. Use a and to check.

3. 
$$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline 11 \end{array}$$

4. 
$$8 + 4 = 12$$
 | 
$$6 + 5 = 11$$
 | 
$$7 + 4 = 11$$

5. 
$$3 + 8 = 11$$
 | 
$$7 + 5 = 12$$
 | 
$$6 + 6 = 12$$

6. 
$$9 + 3 = 12$$
 | 
$$5 + 6 = 11$$
 | 
$$9 + 2 = 11$$

7. 
$$4 + 7 = 11$$
 | 
$$5 + 7 = 12$$
 | 
$$3 + 9 = 12$$

# Other Names for Numbers

Name \_\_\_\_\_



$$5 = 3 + 2$$



$$5 = 2 + 3$$



$$5 = 1 + 4$$

Write two ways to show each number.

1.

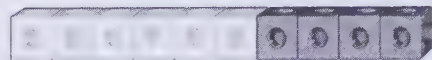


$$5 = 4 + 1$$



$$5 = 2 + 3$$

2.

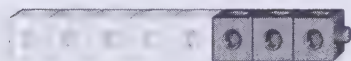


$$10 = 4 + 6$$



$$10 = 3 + 7$$

3.



$$8 = 3 + 5$$



$$8 = 4 + 4$$

4.



$$3 = 1 + 2$$



$$3 = 2 + 1$$

5.

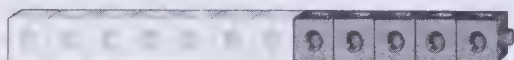


$$9 = 8 + 1$$

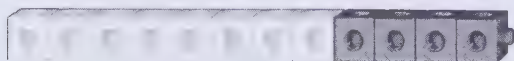


$$9 = 8 + 1$$

6.



$$12 = 7 + 5$$



$$12 = 12 + 0$$



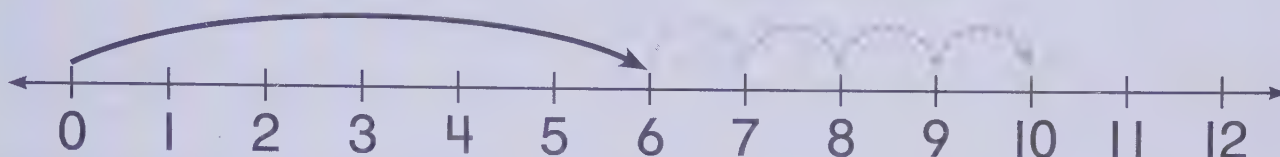
# Number-Line Addition

Name \_\_\_\_\_

$$6 + 4 = ?$$

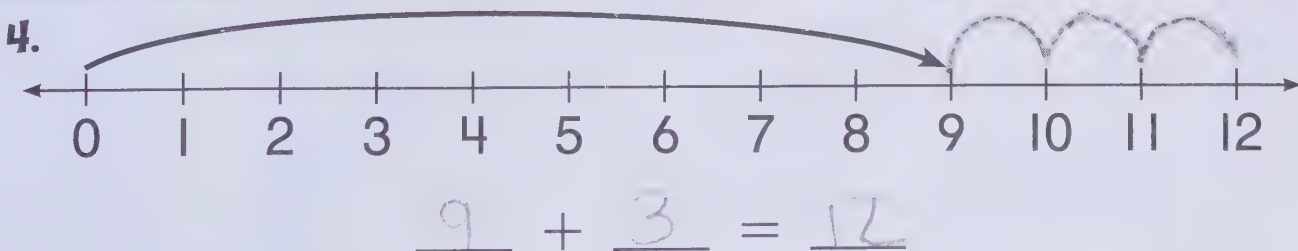
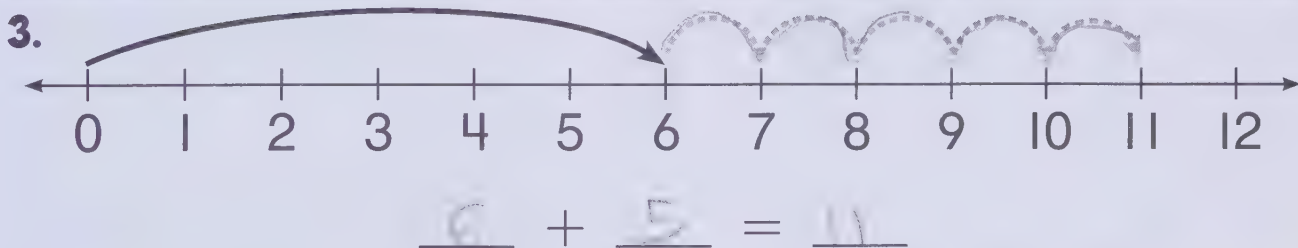
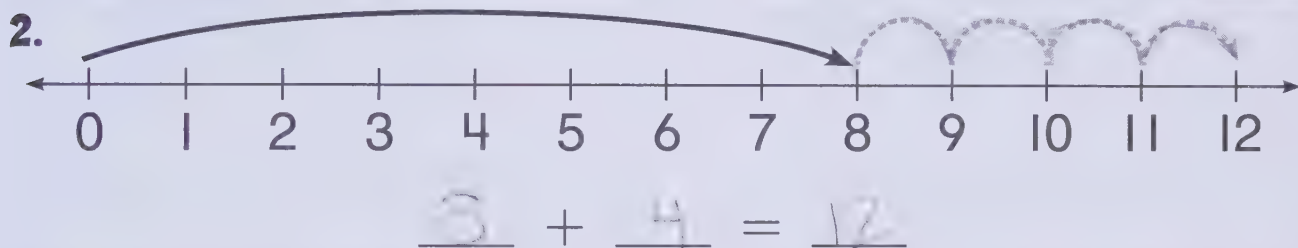
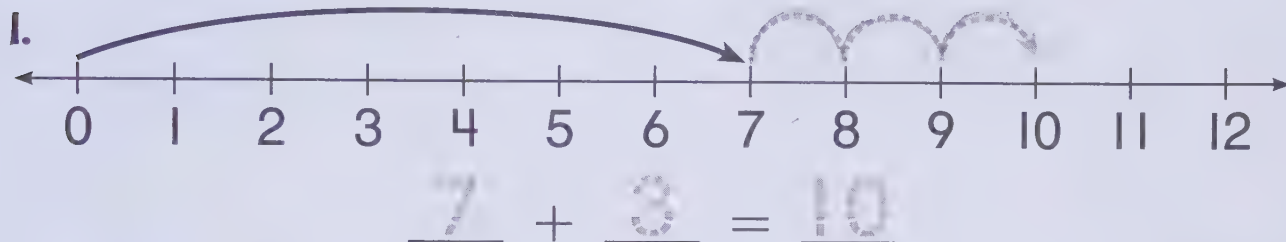
Go to 6.

Count on 4.



The number line shows  $6 + 4 = 10$ .

Write the addition sentence shown for each number line.



Addition patterns can help you find sums.

Addend	Addend	Sum
3	1	4
4	1	5
5	1	6
6	1	7

Look for a pattern. Fill in the addition chart.

**1.**

Addend	Addend	Sum
4	0	4
4	1	5
4	2	6
4	3	7

**2.**

Addend	Addend	Sum
5	2	7
4	2	6
3	2	5
2	2	4

**3.**

Addend	Addend	Sum
4	0	4
5	0	5
6	0	6
7	0	7

**4.**

Addend	Addend	Sum
3	3	6
3	2	5
3	1	4
3	4	7

**5.**

Addend	Addend	Sum
6	6	12
6	5	11
6	4	10
	3	9

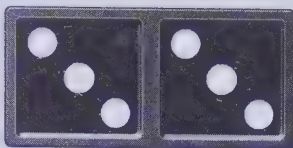
**6.**

Addend	Addend	Sum
0	4	4
1	4	5
2	4	6
3	4	7



# Doubles

Name \_\_\_\_\_

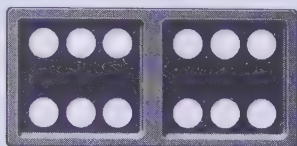


$$\begin{array}{r} 3 \text{ addend} \\ + 3 \text{ addend} \\ \hline 6 \text{ sum} \end{array}$$

$3 + 3 = 6$  is a doubles fact.

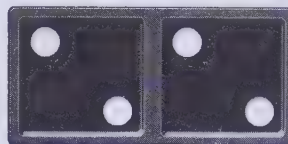
Write the doubles fact.

1.



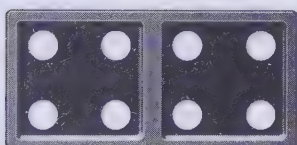
$$6 + 6 = 12$$

2.



$$2 + 2 = 4$$

3.



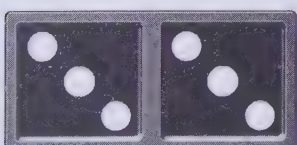
$$4 + 4 = 8$$

4.



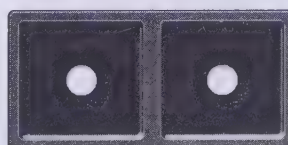
$$5 + 5 = 10$$

5.



$$3 + 3 = 6$$

6.



$$1 + 1 = 2$$

Find the sum.

7.

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

8.

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

9.

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

10.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

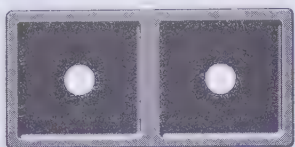
11.

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

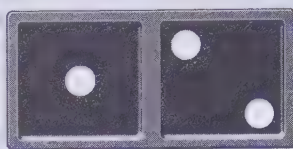
12.

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

Use a doubles fact to add  $1 + 2$ .



$$1 + 1 = 2$$

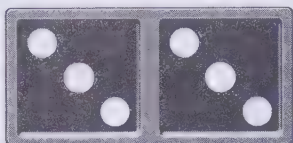


$$1 + 2 = 3$$

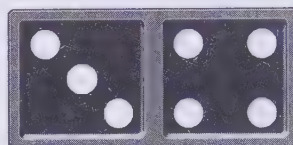
$1 + 2$  is 1 more than  $1 + 1$ .

Find the sum.

1.

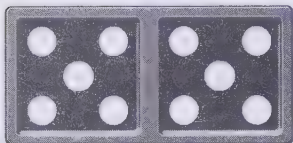


$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{7}$$

2.



$$5 + 5 = \underline{10}$$



$$5 + 6 = \underline{11}$$

3.

$$2 + 2 = \underline{4}$$

$$2 + 3 = \underline{5}$$

4.

$$1 + 1 = \underline{2}$$

$$1 + 2 = \underline{3}$$

5.

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

6.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$$

7.

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

8.

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

9.

$$\begin{array}{r} 0 \\ + 0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline 1 \end{array}$$

10.

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$



# Add Three Numbers

Name \_\_\_\_\_

To add three numbers, group two addends.  
Then add the third addend.

Add down.

$$\begin{array}{r} 2 \\ 4 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

Add up.

$$\begin{array}{r} 2 \\ 4 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$$

Add left to right.

$$\begin{array}{r} 2 + 4 + 3 = ? \\ 6 + 3 = 9 \end{array}$$

Add right to left.

$$\begin{array}{r} 2 + 4 + 3 = ? \\ 2 + 7 = 9 \end{array}$$

Add. You can use  to help.

1. 
$$\begin{array}{r} 5 \\ 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 6 \\ + 3 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 3 \\ 1 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ 8 \\ + 8 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 2 \\ 2 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ 5 \\ + 5 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 1 \\ 1 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ 10 \\ + 1 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 3 \\ 2 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 7 \\ + 7 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 2 \\ 1 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ 8 \\ + 8 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 3 \\ 1 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 5 \\ + 5 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 3 \\ 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 8 \\ + 8 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 2 + 5 + 2 = ? \\ 7 + 2 = 9 \end{array}$$

10. 
$$\begin{array}{r} 2 + 2 + 7 = ? \\ 2 + 9 = 11 \end{array}$$

# Addition Strategies with Three Addends

Name \_\_\_\_\_

Group doubles.

$$5 + 3 + 3 = ?$$

$$5 + 6 = 11$$

Count on.

$$5 + 3 + 3 = ?$$

Start at 5.  
Say 6, 7, 8.

$$8 + 3 = 11$$

Find the sum.

Circle the addends you add first.

1.  $1 + 1 + 6 = ?$

$$2 + 6 = 8$$

2.  $5 + 3 + 2 = ?$

$$8 + 2 = 10$$

3.  $7 + 2 + 2 = ?$

$$7 + 2 = 9$$

4.  $6 + 2 + 3 = ?$

$$8 + 3 = 11$$

5.  $3 + 4 + 2 = ?$

$$7 + 2 = 9$$

6.  $3 + 5 + 4 = ?$

$$8 + 4 = 12$$

7.  $1 + 1 + 7 = ?$

$$2 + 7 = 9$$

8.  $4 + 2 + 4 = ?$

$$6 + 4 = 10$$

9.  $\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$

10.  $\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$

11.  $\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$

12.  $\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$



# Problem-Solving Strategy: Write a Number Sentence

Name \_\_\_\_\_

**Read**


Archie has 2 .  
Millen has 6 more  than Archie.  
How many  does Millen have?

**Plan**

Write a number sentence.

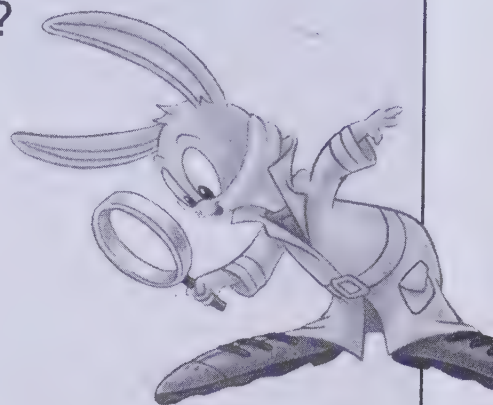
**Write**

$$\underline{2} + \underline{6} = \underline{8}$$

Millen has 8 .

**Check**

Change the order of the addends to check.



1. Buddy buys 7 .

Phyllis buys 2 more  than Buddy.

$$\underline{7} + \underline{2} = \underline{9}$$


How many  does Phyllis buy?


Phyllis buys 9 .

2. Vinnie's mom brings 4  to the party.

Steve's dad brings 3 .

$$\underline{4} + \underline{3} = \underline{7}$$

How many  do they bring in all?


They bring 7 .

3. Billy picks 2  from his garden. His

sister Del picks 2 more  than Billy.

$$\underline{2} + \underline{2} = \underline{4}$$

How many  does Del pick?

Del picks 4 .

4. Erma puts 5  in her chili.

Paul puts only 1  in his chili.

$$\underline{5} + \underline{1} = \underline{6}$$

How many  do they use in all?

They use 6 .

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

Read

Plan

Write

Check





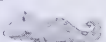
## Strategy File


Act It Out

Draw a Picture

Write a Number Sentence

Use a strategy you have learned.

1. At the zoo, one cage has 2 .  
Another cage has 5 .  
How many  are there in all?



There are 7 .

$$2 + 5 = 7$$



2. Kim sees 6  on a beach.  
Two more  join them.  
How many  are there in all?

There are 8 .




$$6 + 2 = 8$$

3. Ellis has 7 .  
His brother Percy has 1 .  
How many animals do they have in all?

They have 8 animals in all.

4. On Monday, Ann sees 3 .  
On Tuesday, Todd sees as many  as Ann saw.  
How many birds do they see in all?

They see 6 birds in all.

5. Ray and Dora each catch 2 .  
Polly catches 1 .  
How many  do they catch in all?

They catch 5  in all.




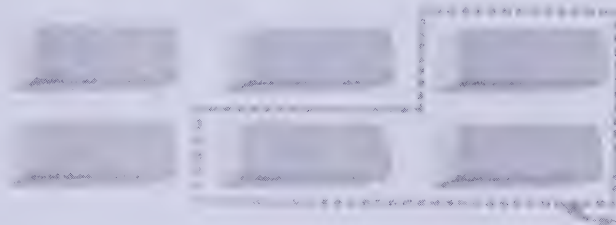
# Understanding Subtraction


Name \_\_\_\_\_

6  in all.


Take away 3 .

3  left.

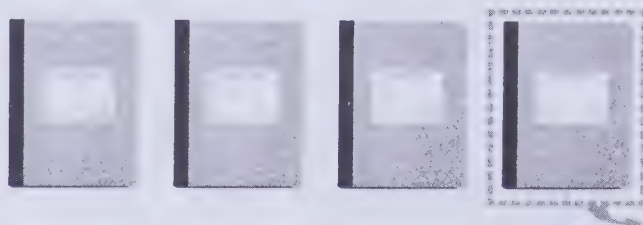


Use  to model each subtraction story.  
Write the numbers.

1.  in all.

Take away .

 left.



2.  in all.

Take away .

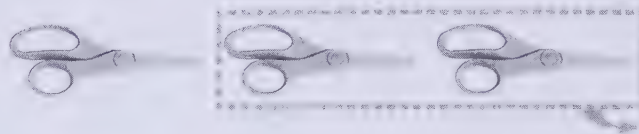
 left.



3.  in all.

Take away .

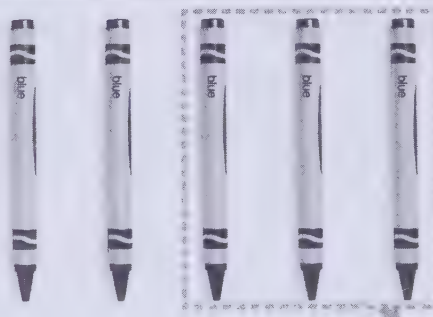
 left.



4.  in all.

Take away .

 left.



# Subtraction Sentences

Name \_\_\_\_\_

$5 - 2 = 3$  is a subtraction sentence.

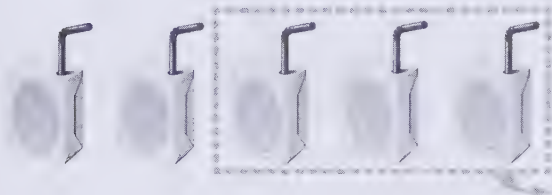


$$\begin{array}{c} 5 - 2 = 3 \\ \uparrow \quad \uparrow \\ \text{minus equals} \end{array}$$

A subtraction sentence uses the symbols  $-$  and  $=$ .

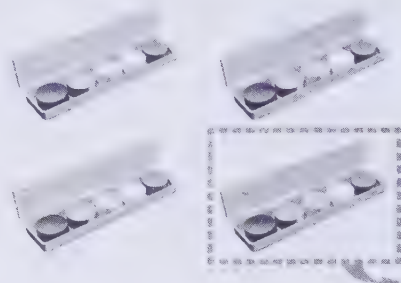
Subtract. Write each subtraction sentence.

1.



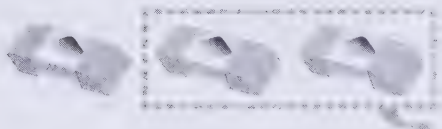
$$5 - 3 = 2$$

2.



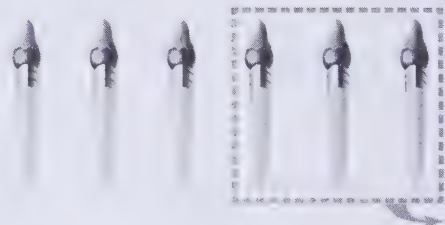
$$4 - 1 = 3$$

3.



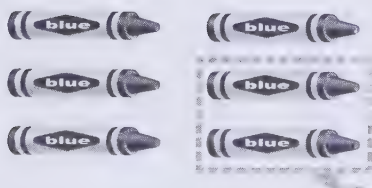
$$3 - 2 = 1$$

4.



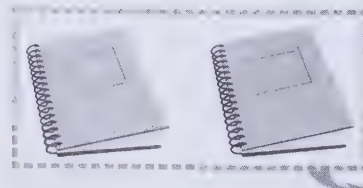
$$6 - 3 = 3$$

5.



$$6 - 2 = 4$$

6.



$$2 - 1 = 1$$



# Subtract from 6 or Less

Name \_\_\_\_\_

You can write subtraction facts in two ways.

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

3 difference



$$4 - 1 = 3$$

difference — the number left

Find the difference.

1.

6



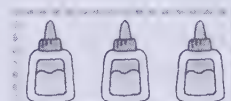
$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

5

$$6 - 1 = 5$$

2.

3



$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

0

$$3 - 3 = 0$$

3.

5



$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

4

$$5 - 1 = 4$$

4.

3



$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

1

$$3 - 2 = 1$$

5.

$$4 - 4 = 0$$

6.

$$5 - 0 = 5$$

7.

$$3 - 1 = 2$$

8.

$$6 - 3 = 3$$

9.

$$6 - 5 = 1$$

10.

$$4 - 2 = 2$$

11.

3

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

3

12.

6

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

4

13.

2

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

1

14.

5

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

2

15.

6

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

2

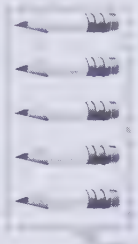
16.

4

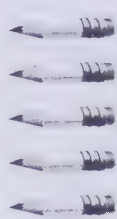
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

1

$$\begin{array}{r} 5 \\ - 5 \\ \hline 0 \end{array}$$



$$\begin{array}{r} 5 \\ - 0 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 5 \\ + 0 \\ \hline 5 \end{array}$$



Add or subtract.

1. 
$$\begin{array}{r} 4 \\ - 4 \\ \hline 0 \end{array}$$

2. 
$$\begin{array}{r} 3 \\ + 0 \\ \hline 3 \end{array}$$

3. 
$$\begin{array}{r} 2 \\ - 0 \\ \hline 2 \end{array}$$

4. 
$$\begin{array}{r} 1 \\ - 1 \\ \hline 0 \end{array}$$

5. 
$$\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array}$$

6. 
$$\begin{array}{r} 1 \\ + 0 \\ \hline 1 \end{array}$$

7. 
$$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$$

8. 
$$\begin{array}{r} 4 \\ - 0 \\ \hline 4 \end{array}$$

9. 
$$\begin{array}{r} 3 \\ - 3 \\ \hline 0 \end{array}$$

10. 
$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

11. 
$$\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$$

12. 
$$\begin{array}{r} 5 \\ + 0 \\ \hline 5 \end{array}$$

13. 
$$\begin{array}{r} 6 \\ - 6 \\ \hline 0 \end{array}$$

14. 
$$\begin{array}{r} 0 \\ + 5 \\ \hline 5 \end{array}$$



15. 
$$\begin{array}{r} 3 \\ - 0 \\ \hline 3 \end{array}$$

16.  $2 - 2 = 0$



17.  $1 - 0 = 1$

## Problem Solving

Solve. Use a problem-solving strategy.

18. Jean brought 3  to the test. None of them got lost. How many  does she have?

$$3 - 0 = 3$$


19. Cissy has 6  on her desk. She gives them all to Rick. How many  does she have left?








$$6 - 6 = 0$$



# Subtract from 7 and 8

Name \_\_\_\_\_

Ed has 7 . Three are red and some are green. How many apples are not red?

Whole	
Part	Part
  	   
red	green

$$\begin{array}{r} 7 \text{ whole} \\ - 3 \text{ part} \\ \hline 4 \text{ part} \end{array}$$

$$7 \text{ whole} - 3 \text{ part} = 4 \text{ part}$$

4  are not red.

Subtract.

$$\begin{array}{r} 1. \quad 7 \\ - 1 \\ \hline 6 \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array} \quad \begin{array}{r} 7 \\ - 2 \\ \hline 5 \end{array} \quad \begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array} \quad \begin{array}{r} 8 \\ - 7 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 2. \quad 8 \\ - 8 \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ - 7 \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array} \quad \begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array} \quad \begin{array}{r} 8 \\ - 0 \\ \hline 8 \end{array}$$

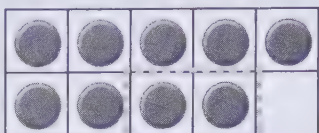
$$\begin{array}{r} 3. \quad 7 \\ - 3 \\ \hline 4 \end{array} \quad \begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array} \quad \begin{array}{r} 7 \\ - 6 \\ \hline 1 \end{array} \quad \begin{array}{r} 7 \\ - 0 \\ \hline 7 \end{array} \quad \begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$

$$4. \quad 7 - 7 = 0 \quad 7 - 1 = 6 \quad 8 - 5 = 3$$

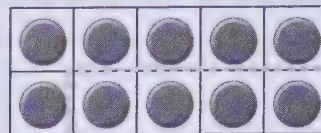
$$5. \quad 8 - 4 = 4 \quad 7 - 4 = 3 \quad 7 - 2 = 5$$

# Subtract from 9 and 10

Name \_\_\_\_\_

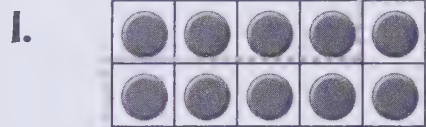


$$9 - 2 = 7$$

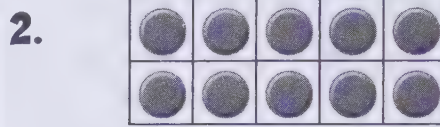


$$10 - 4 = 6$$

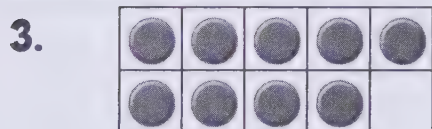
Circle the part taken away. Write the difference.



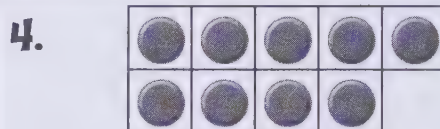
$$10 - 6 = \underline{4}$$



$$10 - 3 = \underline{7}$$



$$9 - 8 = \underline{1}$$



$$9 - 0 = \underline{9}$$

Subtract. Use a and to help.

5. 
$$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 5 \\ \hline 5 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

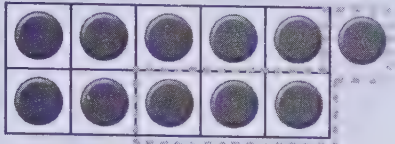
6. 
$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 0 \\ \hline 10 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

7. 
$$\begin{array}{r} 10 \\ - 9 \\ \hline 1 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 10 \\ \hline 0 \end{array}$$
 
$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 0 \\ \hline 9 \end{array}$$
 
$$\begin{array}{r} 9 \\ - 9 \\ \hline 0 \end{array}$$

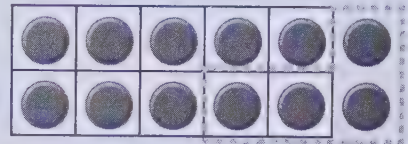


# Subtract from 11 and 12

Name \_\_\_\_\_



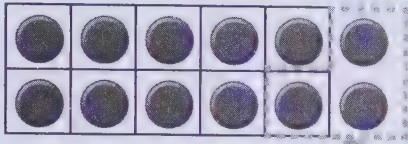
$$11 - 4 = 7$$



$$12 - 4 = 8$$

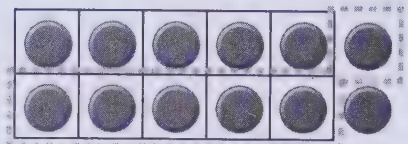
Write the difference.

1.



$$12 - 3 = 9$$

2.



$$12 - 6 = 6$$

Subtract. Use a  and  to help.

3.

$$\begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$$

4.

$$\begin{array}{r} 12 \\ - 9 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 11 \\ - 2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 11 \\ - 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline 6 \end{array}$$

5.

$$\begin{array}{r} 12 \\ - 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 11 \\ - 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array}$$

6.

$$\begin{array}{r} 11 \\ - 9 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 11 \\ - 3 \\ \hline 8 \end{array}$$

# Number-Line Subtraction

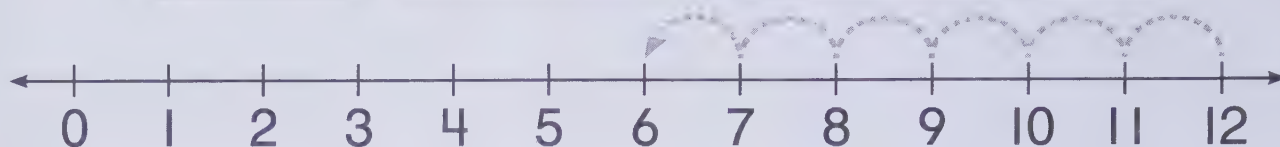
Name \_\_\_\_\_

$$12 - 6 = ?$$

Go to 12.

Count back 6.

The difference is 6.



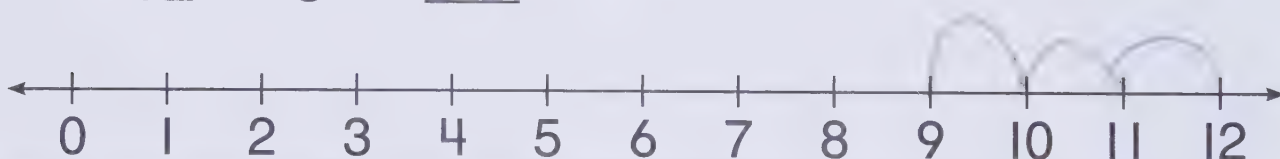
$$12 - 6 = 6$$

Show how you count back to subtract. Write the difference.

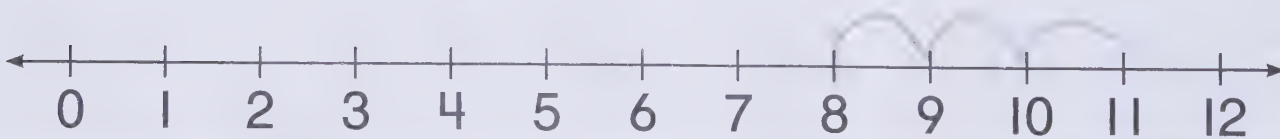
1.  $11 - 9 = \underline{2}$



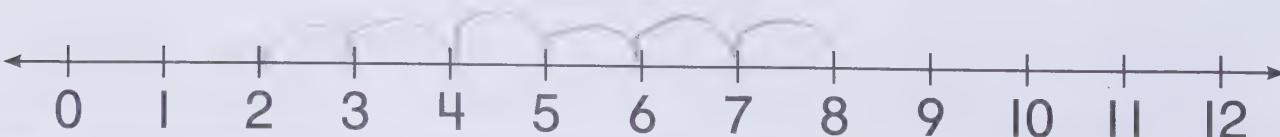
2.  $12 - 3 = \underline{9}$



3.  $11 - 3 = \underline{8}$



4.  $8 - 6 = \underline{2}$





# Rules and Patterns

Name \_\_\_\_\_

Whole	Part Taken Away	Part Left
12	5	7
11	5	6
10	5	5

What is the pattern rule?

$$12 - 5 = 7$$

$$11 - 5 = 6$$

$$10 - 5 = 5$$

The pattern rule is  $- 5$ .

Fill in the subtraction chart. What is the pattern rule?

1.

Whole	Part Taken Away	Part Left
9	6	3
8	6	2
7	6	1

The pattern rule is  $- 6$ .

2.

Whole	Part Taken Away	Part Left
6	3	3
7	3	4
8	3	5

The pattern rule is  $- 3$ .

3.

Whole	Part Taken Away	Part Left
8	7	1
9	7	2
10	7	3

The pattern rule is  $- 7$ .

4.

Whole	Part Taken Away	Part Left
7	2	5
6	2	4
5	2	3

The pattern rule is  $- 2$ .

5.

Whole	Part Taken Away	Part Left
4	1	3
3	1	2
2	1	1

The pattern rule is  $- 1$ .

6.

Whole	Part Taken Away	Part Left
8	0	8
7	0	7
6	0	6

The pattern rule is  $- 0$ .

# Related Subtraction Facts

Name \_\_\_\_\_

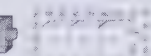
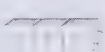
Related subtraction facts have the same numbers. They can be written two ways.

Horizontal

$$7 - 3 = 4$$



$$7 - 4 = 3$$



$$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$$

Vertical

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$

Subtract. Write the related subtraction fact.

1.

$$\begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array}$$

2.

$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$$

3.

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

4.

$$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$$

5.

$$\begin{array}{r} 12 \\ - 3 \\ \hline 9 \end{array}$$

6.

$$\begin{array}{r} 7 \\ - 0 \\ \hline 7 \end{array}$$

7.

$$\begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array}$$

8.

$$\begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$$

9.

$$8 - 6 = 2$$

10.

$$12 - 8 = 4$$

11.

$$7 - 5 = 2$$

12.

$$11 - 8 = 3$$



# Relate Addition and Subtraction

Name \_\_\_\_\_

These are related addition and subtraction facts.  
Both facts use the same numbers.



$$5 + 1 = 6$$



$$6 - 1 = 5$$

Add. Write the related subtraction fact.

1.



$$2 + 3 = 5$$

$$5 - 3 = 2$$

2.



$$3 + 3 = 6$$

$$6 - 3 = 3$$

3.



$$2 + 2 = 4$$

$$4 - 2 = 2$$

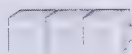
4.



$$1 + 3 = 4$$

$$4 - 1 = 3$$

5.



$$0 + 3 = 3$$

$$3 - 0 = 3$$

6.



$$4 + 2 = 6$$

$$6 - 4 = 2$$

7.



$$5 + 3 = 8$$

$$8 - 3 = 5$$

8.



$$6 + 3 = 9$$

$$9 - 6 = 3$$

9.



$$3 + 4 = 7$$

$$7 - 3 = 4$$

10.



$$5 + 4 = 9$$

$$9 - 5 = 4$$

# Check by Adding

Name \_\_\_\_\_

Subtract.

$$6 - 3 = 3$$

Add the parts to check.

$$3 + 3 = 6$$

Subtract. Then add to check your answer.

1.  $7 - 2 = 5$   
 $5 + 2 = 7$

2.  $11 - 6 = 5$   
 $5 + 6 = 11$

3.  $8 - 4 = 4$   
 $4 + 4 = 8$

4.  $9 - 3 = 6$   
 $6 + 3 = 9$

5.  $10 - 4 = 6$   
 $6 + 4 = 10$

6.  $11 - 4 = 7$   
 $7 + 4 = 11$

7.  $12 - 4 = 8$   
 $8 + 4 = 12$

8.  $11 - 8 = 3$   
 $3 + 8 = 11$

9.  $12 - 7 = 5$   
 $5 + 7 = 12$

10.  $10 - 8 = 2$   
 $2 + 8 = 10$

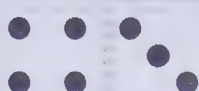
11.  $9 - 5 = 4$   
 $4 + 5 = 9$

12.  $10 - 7 = 3$   
 $3 + 7 = 10$

13.  $12 - 6 = 6$   
 $6 + 6 = 12$



A fact family shows all the related facts for a set of numbers. This is the fact family for 3, 4, 7.



$$4 + 3 = 7$$

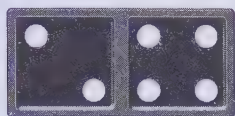
$$3 + 4 = 7$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

Write the fact families.

1.



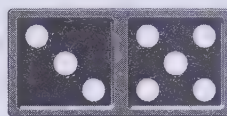
$$2 + 4 = 6$$

$$4 + 2 = 6$$

$$6 - 2 = 4$$

$$6 - 4 = 2$$

2.



$$3 + 5 = 8$$

$$5 + 3 = 8$$

$$8 - 3 = 5$$

$$8 - 5 = 3$$

3.

$$\begin{array}{r} 3 \\ + 8 \\ \hline 11 \end{array} \quad \begin{array}{r} 11 \\ - 8 \\ \hline 3 \end{array} \quad \begin{array}{r} 11 \\ - 3 \\ \hline 8 \end{array}$$

4.

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array} \quad \begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array}$$

5.

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$$

6.

$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array} \quad \begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array}$$

# Find Missing Addends

Name \_\_\_\_\_

Use a subtraction fact to find the missing addend.

$$3 + ? = 6$$

$$6 - 3 = 3$$

The missing addend is 3.

$$\text{So } 3 + 3 = 6.$$

Use a subtraction fact to find the missing addend.

$$1. \quad 7 + ? = 11$$

$$11 - 7 = 4$$

$$\text{So } 7 + 4 = 11.$$

$$2. \quad 8 + ? = 10$$

$$10 - 8 = 2$$

$$\text{So } 8 + 2 = 10.$$

$$3. \quad ? + 6 = 6$$

$$6 - 6 = 0$$

$$\text{So } 0 + 6 = 6.$$

$$4. \quad 5 + ? = 12$$

$$12 - 5 = 7$$

$$\text{So } 5 + 7 = 12.$$

$$5. \quad 3 + ? = 8$$

$$8 - 3 = 5$$

$$\text{So } 3 + 5 = 8.$$

$$6. \quad 2 + ? = 11$$

$$11 - 2 = 9$$

$$\text{So } 2 + 9 = 11.$$

$$7. \quad ? + 2 = 9$$

$$9 - 2 = 7$$

$$\text{So } 7 + 2 = 9.$$

8.

$$\begin{array}{r} ? \\ + 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$$

$$\begin{array}{r} \square \\ + 3 \\ \hline 4 \end{array}$$

9.


$$\begin{array}{r} 6 \\ + ? \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$$

# Subtract to Compare

Name \_\_\_\_\_

Draw  to compare. Then subtract to find the answer.

Rose has 9 .

Joy has 6 .

Who has more?

How many more?


Rose

Joy

$$9 - 6 = 3$$

Rose has 3 more .

Draw  to compare. Then subtract.

1. Alex bought 4 .

Tia bought 8 .

Who bought

fewer ?

How many fewer?

Alex

Tia

$$8 - 4 = 4$$

Alex bought 4 fewer .

2.

Ron has 4 .

Tom has 7 .

Who has

more ?

How many more?

Ron

Tom

$$7 - 4 = 3$$


Tom has 3 more .

3.

Ted holds 6 .

Bryan holds 10 .

Who holds

more ?

How many more?

Ted

Bryan




$$10 - 6 = 4$$

Bryan holds 4 more .




# Problem-Solving Strategy: Choose the Operation

Name \_\_\_\_\_

**Read** Chen has 4 .  
He finds 2 more .  
How many  does Chen have now?

**Plan** Act out the problem.  
Choose: add subtract




**Write** 4 + 2 = 6

Chen has 6  now.

**Check** Change the order of the addends to check.



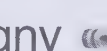
Write a number sentence.




1. Paul has 7 .  
He gives 3  away.  
How many  does Paul have now?




add subtract  
7 - 3 = 4

Paul has 4  now.


2. 6  are on Tai's desk.  
Tai puts 3 more  there.  
How many  are on Tai's desk then?




add subtract  
6 + 3 = 9

9  are on Tai's desk.

3. John finds 1  in his desk  
and 5  on the floor.  
How many  does John find in all?

add subtract  
1 + 5 = 6

John finds 6 .

4. Alma sees 9 .  
5  are taken away.  
How many  are left?

add subtract  
9 - 5 = 4

There are 4  left.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

Read

Plan

Write

Check



## Strategy File

Choose the Operation  
Act It Out  
Draw a Picture

Use a strategy you have learned.

1. Lisa ate 3  yesterday.

She ate 4  today.

How many  did Lisa eat in all?

Lisa ate 7 in all.

$$3 + 4 = 7$$


2. There are 9  on the closet shelf.

4  fall off the shelf.

How many  are left?

There are 5  left.

$$9 - 4 = 5$$


3. Sandy wants to find 10 .


She found 8  yesterday.

How many more  does she need to find?

Sandy needs to find 2 more .

$$10 - 8 = 2$$

4. Ben and Paula each buy 5 .

Karen buys 2 .

How many  do they buy in all?

They buy 12  in all.

$$5 + 5 + 2 = 12$$

5. Josie is third in line in the lunch room.

Her friend Eva is 2 children behind Josie.

What position is Eva in line?

Eva is 6th in line.

$$3 + 2 = 5$$

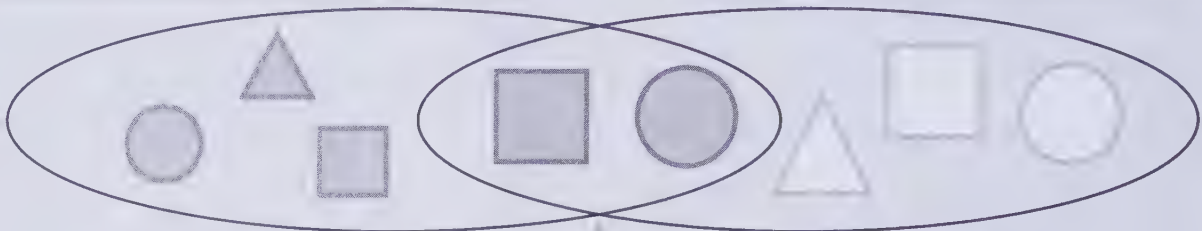
# Venn Diagrams

Name \_\_\_\_\_

You can use a Venn diagram to show how things are different and how they are alike.

These shapes are grey.

These shapes are large.



These shapes are grey and large.

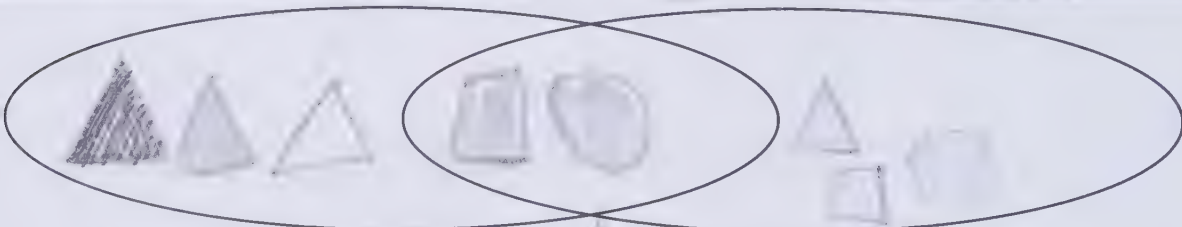
Draw each shape inside the Venn diagram.

1.



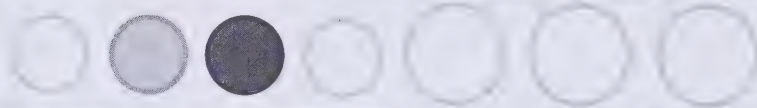
These shapes are large.

These shapes are grey.



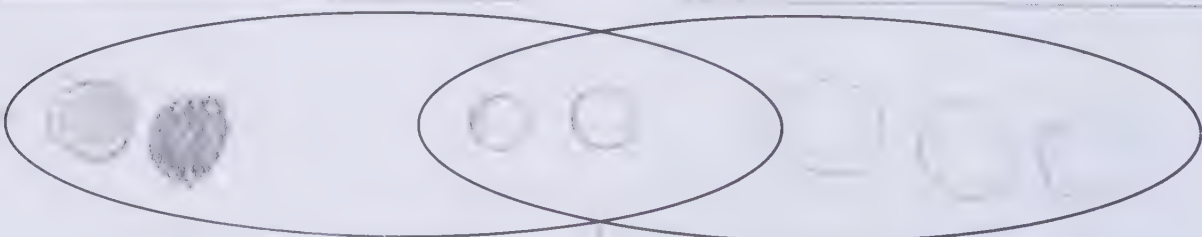
These shapes are large and grey.

2.



These circles are small.

These circles are white.



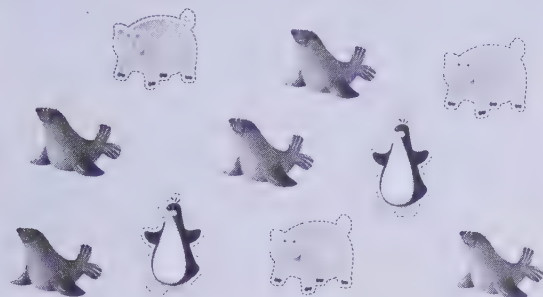
These circles are small and white.






# Tally Charts

Name \_\_\_\_\_

Tally the stickers.  
Each **I** stands for 1.  
Each **||||** stands for 5.






Number of Stickers		
Sticker	Tally	Number
		5
		3
		2

Tally to show how many of each toy dinosaur.  
X each dinosaur as you make each tally.

1.



Toy Dinosaurs		
Dinosaur	Tally	Number
		3
		5
		3






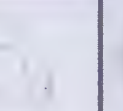

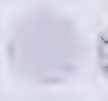
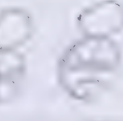

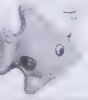
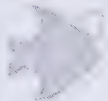
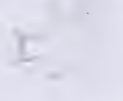
2. How many dinosaurs did you tally in all?

$$5 + 3 + 3 = 11$$

3. How many more  than  did you tally?

$$5 - 3 = 2$$

Make a picture graph. Draw and color one picture for each shape.

Favorite Key Chains	
	    
	  
	 



Use the picture graph above.

1. Which key chain was the favorite of the fewest children? Circle it.



2. Which key chain was the favorite of the most children? Circle it.




3. How many more children like  than  ?

5 (-) 2 = 3 3 more

4. How many more children like  than  ?

5 (-) 3 = 2 2 more


5. How many fewer children like  than  ?

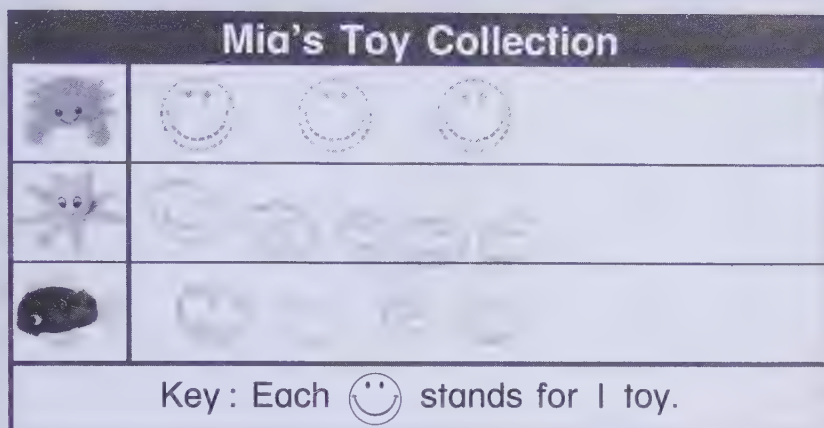
3 (-) 2 = 1 1 fewer




# Pictographs

Name \_\_\_\_\_

A pictograph uses a symbol to show how many.

Draw 1  for each tally mark to complete the pictograph.



Mia's Toy Collection	
Toy	Tally
	
	
	

Use the pictograph above.


1. Which animal does Mia have the most of? Circle it.



2. Which animal does Mia have the fewest of? Circle it.



3. How many more  than  does Mia have?

4  3 = 1 1 more

4. How many toys does Mia have altogether?

3  4  1 = 8 toys







# Bar Graphs

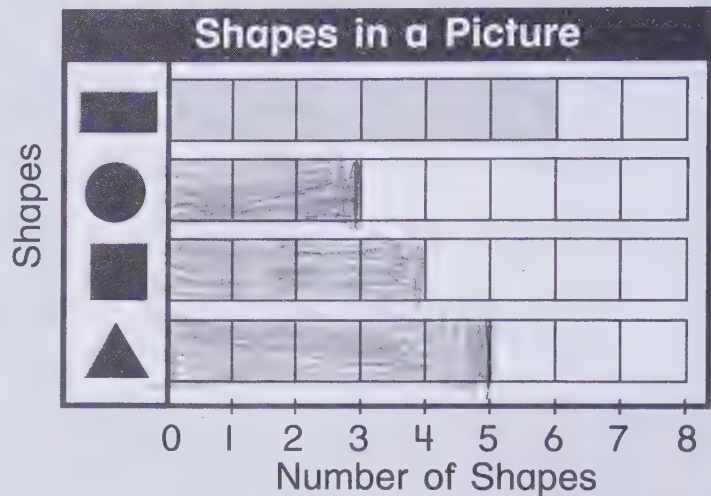
Name \_\_\_\_\_

A bar graph uses bars to show how many.



Complete the bar graph from the tally chart.

Color 1 ☐ for each shape.



Shapes in a Picture	
Shape	Tally
	
	
	
	





Use the bar graph above.

1. How many fewer  are there than ?

$$5 - 3 = 2$$

2. How many more  are there than ?

$$5 - 3 = 2$$

3. How many  and  are there in all?

$$5 + 4 = 9$$

4. Which shape is there the most of? Circle it.



5. Which shape is there the fewest of? Circle it.



6. How many  and  are there in all?

$$5 + 4 = 9$$

# Surveys

Name \_\_\_\_\_

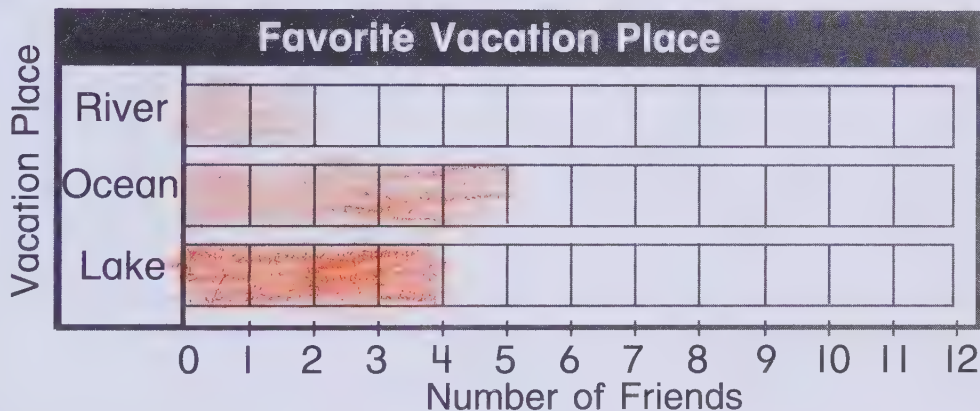
Survey people to collect information, or data, about what they like or think.

Ask 12 friends if they want to go to the river, the ocean, or the lake on their next vacation.

- Complete the tally chart.  
Make a tally mark for each answer.

Favorite Vacation Place	
Place	Tally
River	II
Ocean	III
Lake	IIII

- Use your tally chart to make a bar graph.  
Color 1 ☐ for each tally.



Use the bar graph above.

- Which place do your friends like best? Ocean

- Which place do your friends like least? River

- How many like the lake or the river best?  $4 + 2 = 6$

- How many like the lake or the ocean best?  $4 + 3 = 7$

# Range; Mode

Name \_\_\_\_\_

Order these numbers: 6, 1, 9, 9, 4

1, 4, 6, 9, 9  
↑ least ↑ greatest

The range is the greatest number minus the least.

$$9 - 1 = 8 \leftarrow \text{range}$$

The range is 8.

1, 4, 6, 9, 9

The mode is the number that you see most often in a set of data.

The mode is 9.

Use the data below to answer questions 1 through 3.

5, 6, 9, 6, 11

1. Order the numbers. 5, 6, 6, 9, 11

2. What is the range of the set of data?

$$11 - 5 = 6$$

3. What is the mode of the set of data?

6

Use the data below to answer questions 4 through 6.

6, 9, 8, 12, 8

4. Order the numbers. 6, 8, 8, 9, 12

5. What is the range of the set of data?

$$12 - 6 = 6$$

6. What is the mode of the set of data?

8



# Median

Name \_\_\_\_\_

The median is the middle number in an ordered set of numbers.

12, 9, 7, 10, 11






To find the median, order the numbers.

7, 9, 10, 11, 12

The median is 10.






Order the numbers. Circle the median.

**1. George's Stickers**

	7
	12
	8
	3
	3






3, 3, 7, 8, 12

**2. Sandy's Beads**

	3
	6
	11
	7
	2

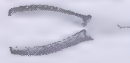

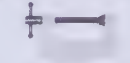
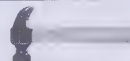
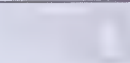
2, 3, 6, 7, 11

**3. Kate's Ball Collection**

	10
	4
	3
	8
	5

4, 5, 8, 10

**4. Mr. Hoody's Tools**

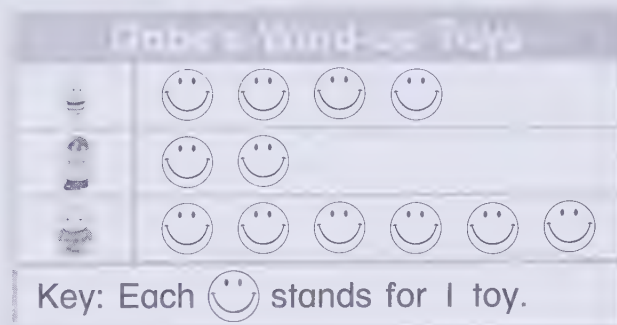
	2
	4
	3
	8
	5

2, 3, 5, 8

# Problem-Solving Strategy: Use a Graph

Name \_\_\_\_\_

**Read** If Gabe buys two more 🐛, how many 🐛 will he have?



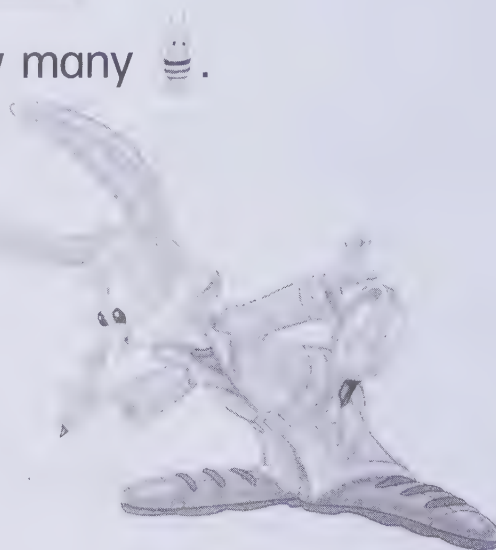
**Plan** Use the graph. Count how many 🐛. Write a number sentence.

**Write** Gabe has 4 🐛.  
Add 2 more.

$$4 + 2 = 6$$

Gabe will have 6 🐛.

**Check** Draw a picture to show how many 🐛.



Use the pictograph above to solve each problem.

1. How many fewer 🐛 than 🐛 does Gabe have? Gabe has 2 fewer 🐛 than 🐛.

2. If Gabe buys 3 more 🐛, how many 🐛 will he have? Gabe will have 7 🐛.

3. How many more 🐛 than 🐛 does Gabe have? Gabe has 2 more 🐛 than 🐛.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

**Read** **Plan** **Write** **Check**

Use a strategy you have learned.

Books Read During Vacation	
Jonah	✓✓✓✓
Ty	✓✓✓
Sammy	✓✓✓✓✓✓
Key: Each ✓ stands for 1 book.	



## Strategy File

Act It Out  
Draw a Picture  
Use a Graph  
Write a Number Sentence

Use the graph above for problems 1–3.

1. Who read twice as many books as Ty?  
Circle your answer.

Jonah

Sammy


2. How many books in all do Ty and Sammy read?

9 books in all.

3. How many fewer books does Jonah read than Sammy?

2 fewer books.


4. Emily has 3  and 4 .

She also has 3 .

How many stuffed animals does Emily have in all?

Emily has 10 stuffed animals in all.

5. Tim has 8 .

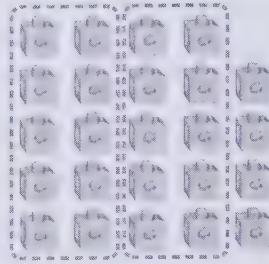
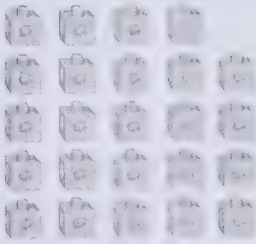
Deb has 3 fewer  than Tim.

How many  does Deb have?

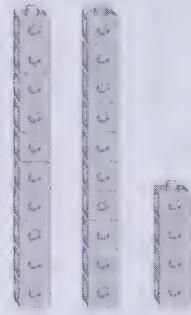
Deb has 5 .



Make groups of 10 to find how many tens and ones.



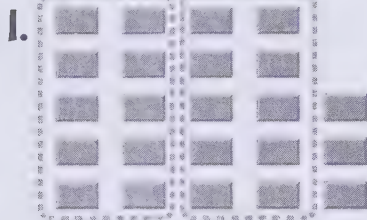
2 groups of 10  
and 4 more.



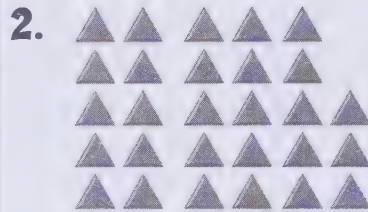
2 tens 4 ones

Circle groups of 10.

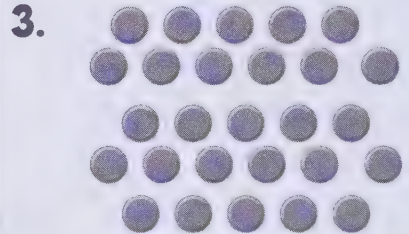
Write how many tens and ones.



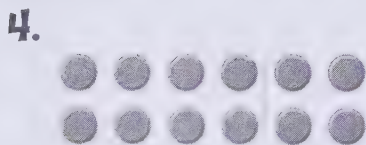
2 tens 3 ones



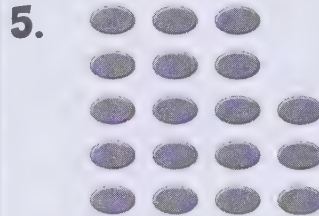
2 tens 8 ones



2 tens 6 ones



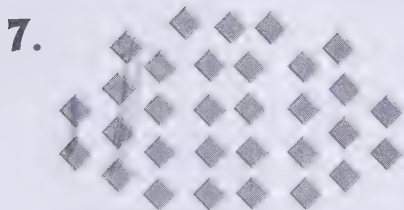
1 ten 2 ones



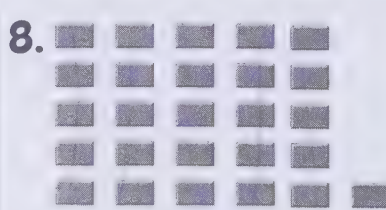
1 ten 5 ones



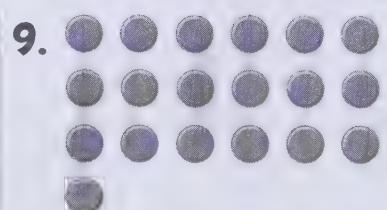
3 tens 2 ones



3 tens 1 one



4 tens 0 ones

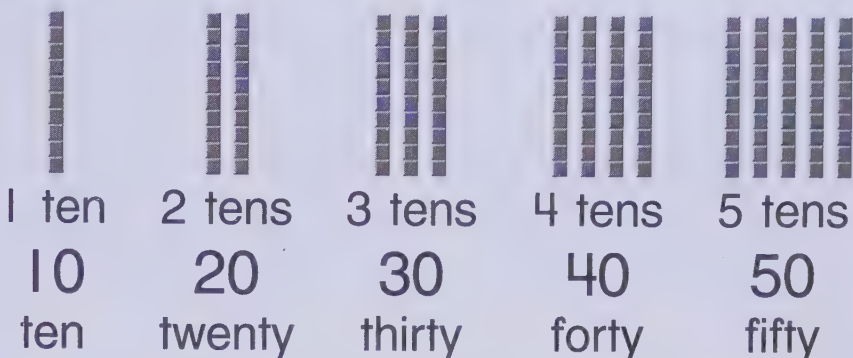


2 tens 0 ones

# Tens Through One Hundred

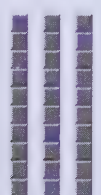
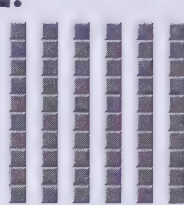
Name \_\_\_\_\_

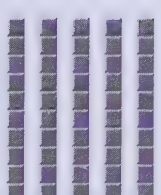
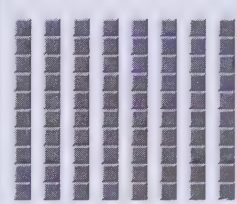
You can use models to count by tens.



Write how many tens.

Write the number and the number word.

1.  <u>3</u> tens = <u>30</u> <u>thirty</u>	2.  <u>6</u> tens = <u>60</u> <u>sixty</u>
---------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

3.  <u>5</u> tens = <u>50</u> <u>fifty</u>	4.  <u>8</u> tens = <u>80</u> <u>eighty</u>
----------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

Write the number.

5. 2 tens = <u>20</u>	6. 7 tens = <u>70</u>	7. 3 tens = <u>30</u>
8. 9 tens = <u>90</u>	9. 1 ten = <u>10</u>	10. 6 tens = <u>60</u>
11. 4 tens = <u>40</u>	12. 10 tens = <u>100</u>	13. 9 tens = <u>90</u>
14. 8 tens = <u>80</u>	15. 5 tens = <u>50</u>	16. 1 ten = <u>10</u>

# Numbers 11 Through 19

Name \_\_\_\_\_

Thirteen is 1 group of ten  
and 3 ones.

tens	ones

eleven twelve thirteen fourteen fifteen  
sixteen seventeen eighteen nineteen



1 ten 3 ones  
**13**  
thirteen

Write the number and the number word.

1.



17

seventeen

2.



15

fifteen

Write the number.

3. 1 ten 4 ones 14

4. 1 ten 8 ones 18

5. 1 ten 9 ones 19

6. 1 ten 1 one 11

7. 1 ten 6 ones 16

8. 1 ten 2 ones 12

9. 1 ten 3 ones 13

10. 1 ten 0 ones 10

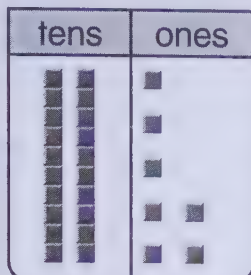
11. 1 ten 5 ones 15

12. 1 ten 7 ones 17

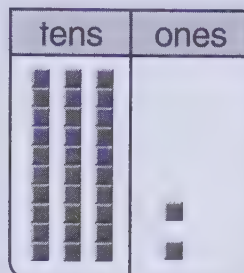


# Numbers 20 Through 39

Name \_\_\_\_\_



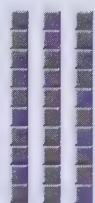
2 tens 7 ones  
**27**  
twenty-seven



3 tens 2 ones  
**32**  
thirty-two

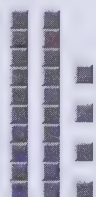
Write how many.

1.



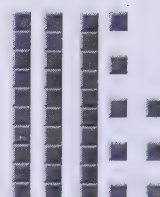
3 tens 0 ones  
30  
thirty

2.



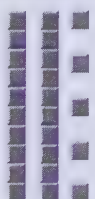
2 tens 4 ones  
24  
twenty-four

3.



3 tens 8 ones  
38  
thirty-eight

4.



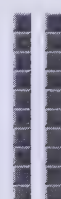
2 tens 5 ones  
25  
twenty-five

5.



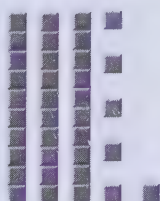
3 tens 1 one  
31  
thirty-one

6.



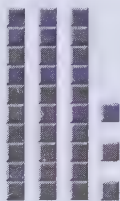
2 tens 0 ones  
20  
twenty

7.



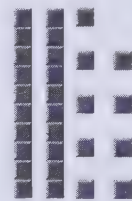
3 tens 6 ones  
36  
thirty-six

8.



3 tens 3 ones  
33  
thirty-three

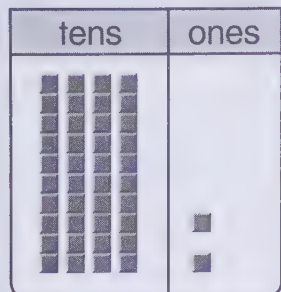
9.



2 tens 9 ones  
29  
twenty-nine

# Numbers 40 Through 59

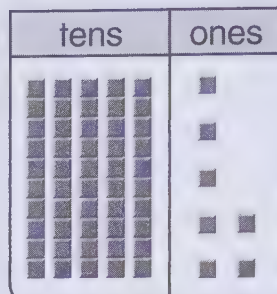
Name \_\_\_\_\_



4 tens 2 ones

42

forty-two



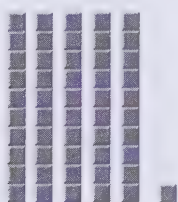
5 tens 7 ones

57

fifty-seven

Write how many.

1.

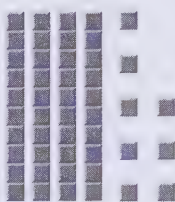


5  
51

tens one

fifty-one

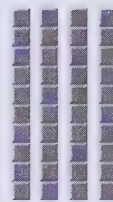
2.



tens ones

forty-eight

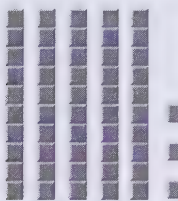
3.



tens ones

forty

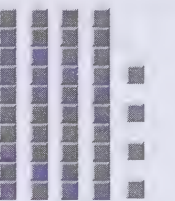
4.



tens ones

fifty-three

5.



tens ones

forty-four

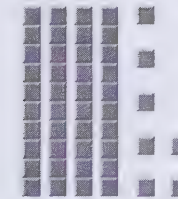
6.



tens ones

fifty

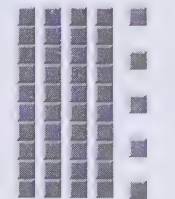
7.



tens ones

forty-seven

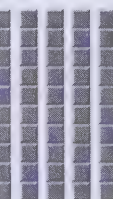
8.



tens ones

forty-five

9.



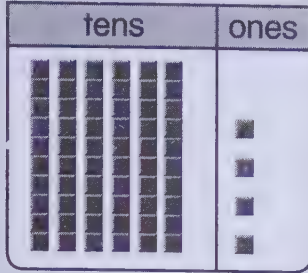
tens ones

fifty-nine

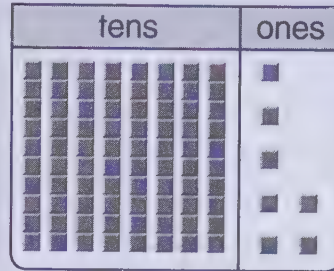


# Numbers 60 Through 89

Name \_\_\_\_\_

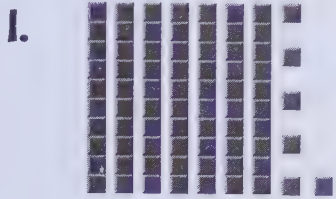


6 tens 4 ones  
**64**  
sixty-four

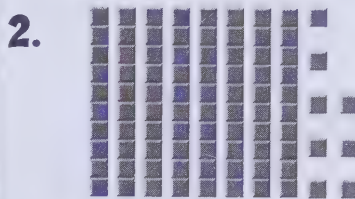


8 tens 7 ones  
**87**  
eighty-seven

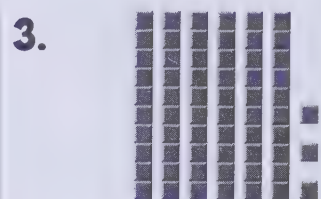
Write how many.



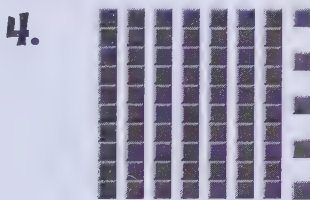
7 tens 6 ones  
76 seventy-six



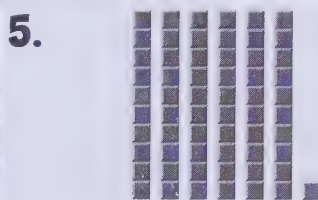
\_\_\_ tens \_\_\_ ones  
\_\_\_ eighty-eight



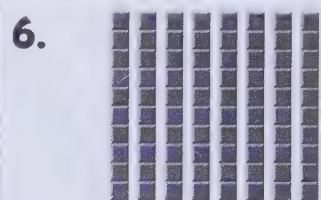
\_\_\_ tens \_\_\_ ones  
\_\_\_ sixty-three



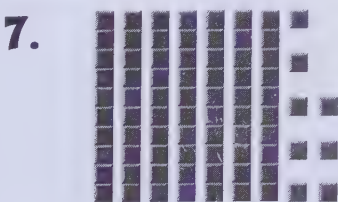
\_\_\_ tens \_\_\_ ones  
\_\_\_ seventy-five



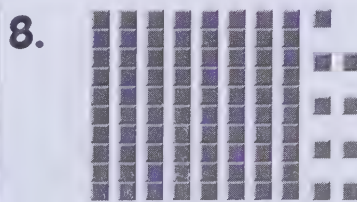
\_\_\_ tens \_\_\_ one  
\_\_\_ sixty-one



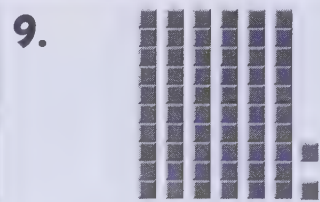
\_\_\_ tens \_\_\_ ones  
\_\_\_ eighty



\_\_\_ tens \_\_\_ ones  
\_\_\_ seventy-eight



\_\_\_ tens \_\_\_ ones  
\_\_\_ eighty-nine

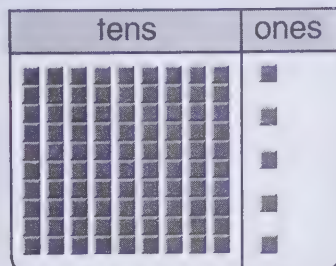


\_\_\_ tens \_\_\_ ones  
\_\_\_ sixty-two

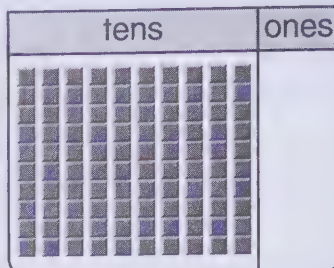


# Numbers 90 Through 100

Name \_\_\_\_\_

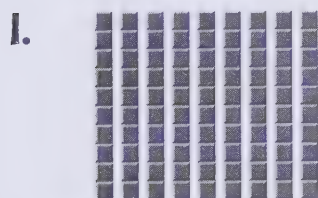


9 tens 5 ones  
**95**  
ninety-five

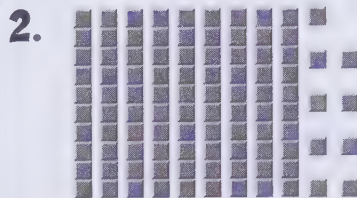


10 tens 0 ones  
**100**  
one hundred

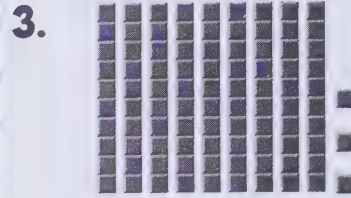
Write how many.



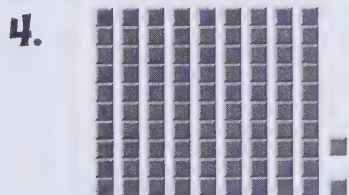
9 tens 0 ones  
90  
ninety



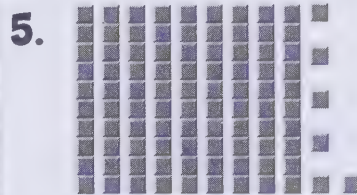
9 tens 9 ones  
99  
ninety-nine



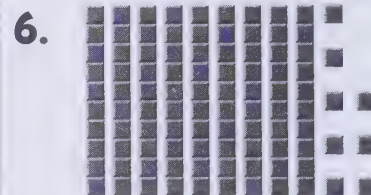
9 tens 3 ones  
93  
ninety-three



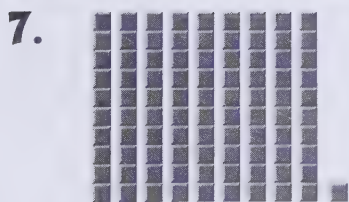
9 tens 2 ones  
92  
ninety-two



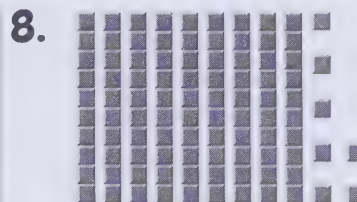
9 tens 6 ones  
96  
ninety-six



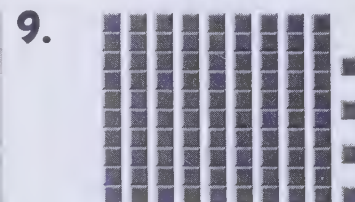
9 tens 8 ones  
98  
ninety-eight



9 tens 1 one  
91  
ninety-one




9 tens 7 ones  
97  
ninety-seven



9 tens 4 ones  
94  
ninety-four

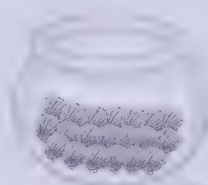
# Estimate Quantities


Name \_\_\_\_\_


Use the 10  to estimate, or make a good guess, about how many.



10 shells



about 20 

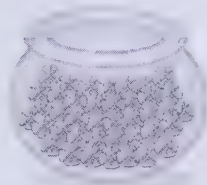
about 30 

About how many of each are there?  
Circle your estimate.

1.



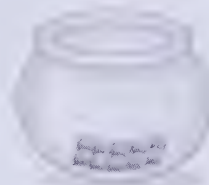
10 sand dollars



about 20

about 40

2.



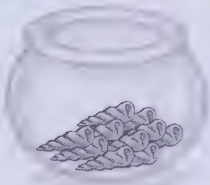
10 shells



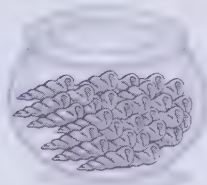
about 20

about 40

3.



10 shells



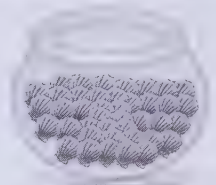
about 20

about 30

4.



10 shells



about 30

about 40

5.



10 sand dollars



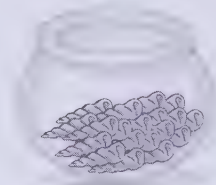
about 20

about 30

6.



10 shells



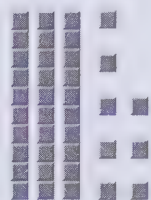
about 20

about 40



# Place Value of Digits; Expanded Form

Name \_\_\_\_\_



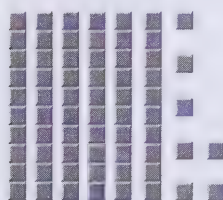
38

38 = 3 tens 8 ones

30 + 8 — expanded form

Circle the value of the underlined digit.

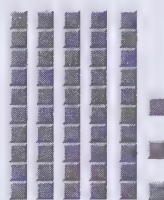
1. 67



6

60

2. 53



5

50

3. 21



1

10

4. 98

8

80

5. 76

7

70

6. 19

9

90

7. 35

3

30

8. 44

4

40

9. 82

2

20

Write the number for each expanded form.

10.

$$30 + 4 = \underline{34}$$

11.

$$90 + 5 = \underline{95}$$

12.

$$40 + 7 = \underline{47}$$

13.

$$70 + 8 = \underline{78}$$

14.

$$80 + 6 = \underline{86}$$

15.

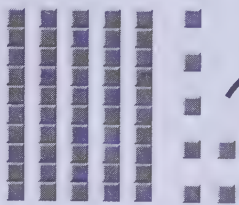
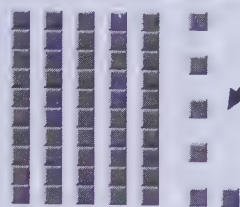
$$60 + 9 = \underline{69}$$



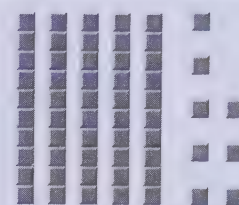
# One Less, One More

Name \_\_\_\_\_

Count back 1 to find the number that is one less.



Count on 1 to find the number that is one more.



56 is one less than 57.

57

58 is one more than 57.

Count on 1.

Write the number that is 1 more.

1.

63, 64

2.

90, 91

3.

29, 30

4.

69, 70

5.

44, 45

6.

72, 73

Count back 1.

Write the number that is 1 less.

7.

77, 80

8.

38, 39

9.

85, 86

10.

89, 90

11.

19, 20

12.

56, 57

Count on or back. Write the number that is

1 less and the number that is 1 more.

13.

95, 96, 97

14.

37, 40, 41

15.

78, 79, 80

16.

70, 71, 72

17.

85, 46, 47

18.

52, 53, 54

# Identify Before, Between, After

Name \_\_\_\_\_

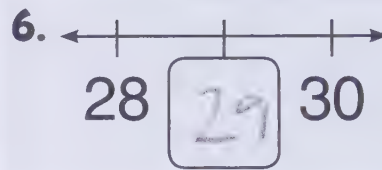
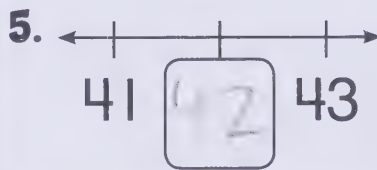
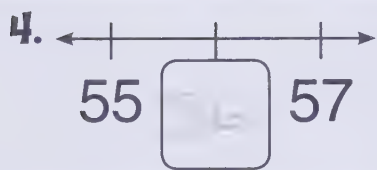
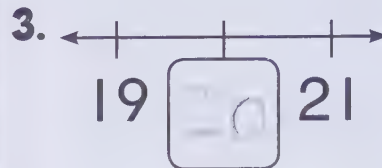
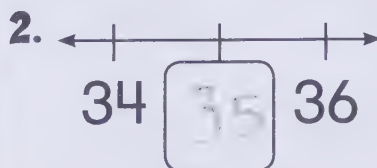
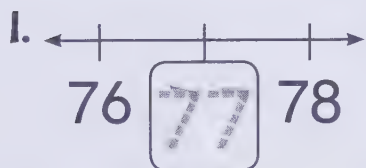
22 is between 21 and 23.



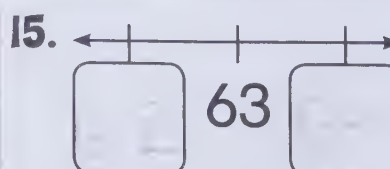
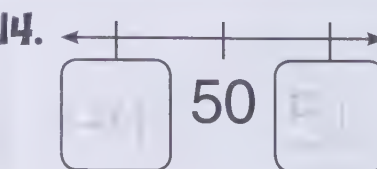
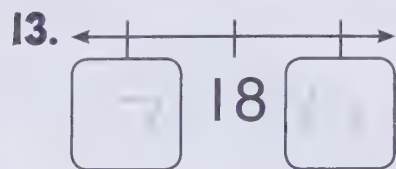
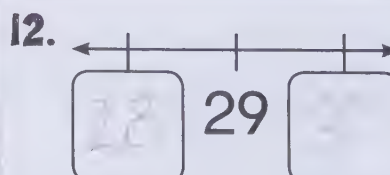
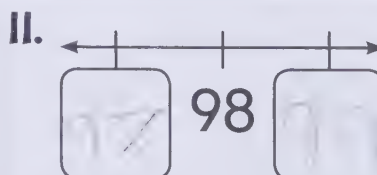
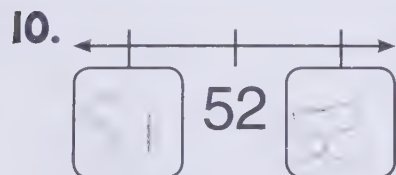
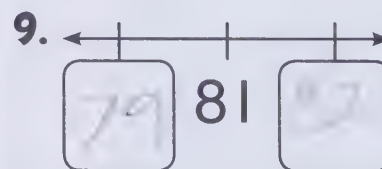
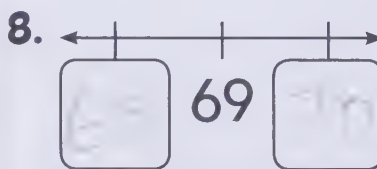
21 is just before 22.

23 is just after 22.

Write the number that comes between.



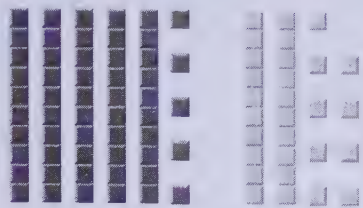
Write the numbers that come  
just before and just after.



# Compare Numbers

Name \_\_\_\_\_

Compare 55 and 29.

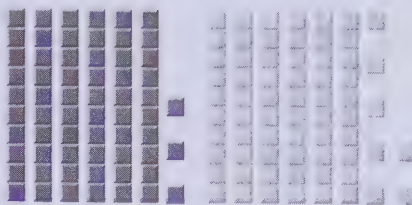


55 has more tens.

55 is greater than 29.

$$55 > 29$$

Compare 63 and 67.



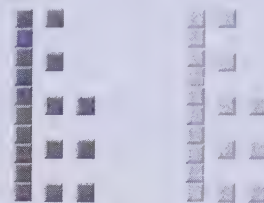
Both have 6 tens.

63 has fewer ones.

63 is less than 67.

$$63 < 67$$

Compare 18 and 18.



Both have 1 ten.

Both have 8 ones.

They are equal.

$$18 = 18$$

Compare. Write  $<$ ,  $=$ , or  $>$ .

1. 21  $<$  31

2. 47  $>$  41

3. 22  $>$  19

4. 56  $<$  96

5. 74  $>$  47

6. 44  $=$  44

7. 81  $=$  81

8. 29  $<$  33

9. 65  $<$  66

10. 63  $>$  36

11. 58  $<$  95

12. 98  $=$  98

Write the numbers to show which is greater or less.

13. 37 73

73  $>$  37

14. 85 83

85  $<$  83

15. 51 49

51  $>$  49

16. 62 26

26  $<$  62

17. 39 37

39  $>$  37

18. 44 54

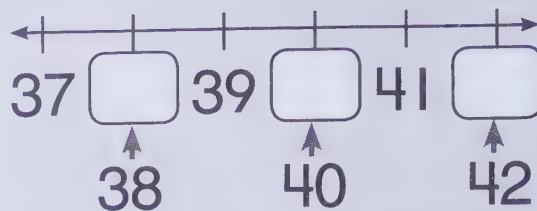
44  $<$  54



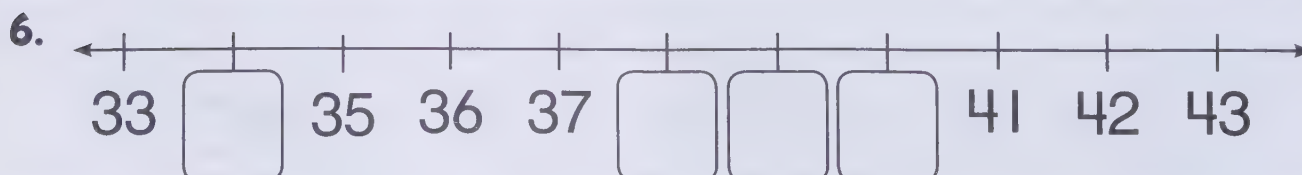
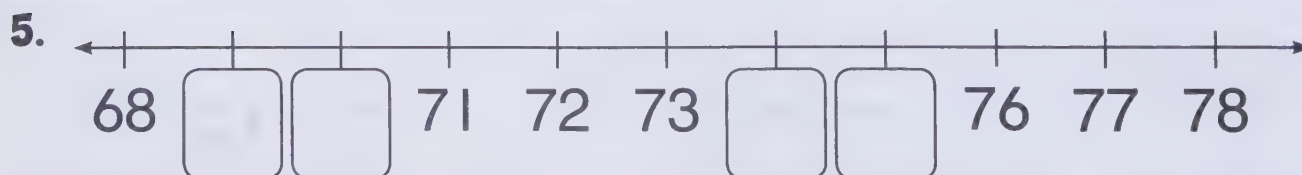
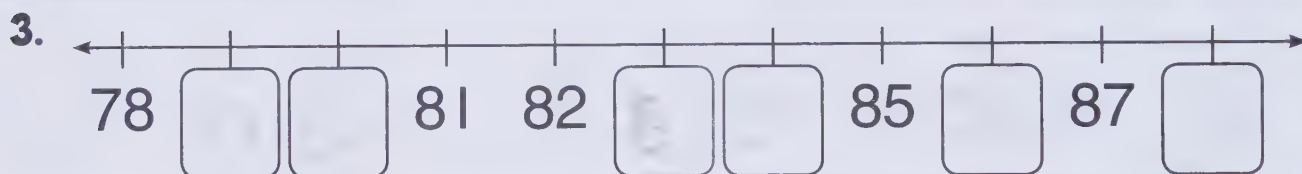
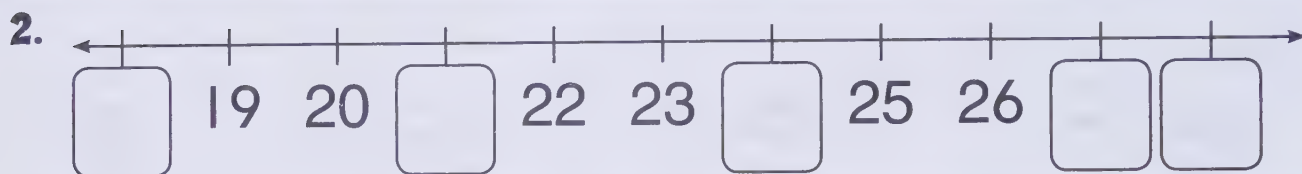
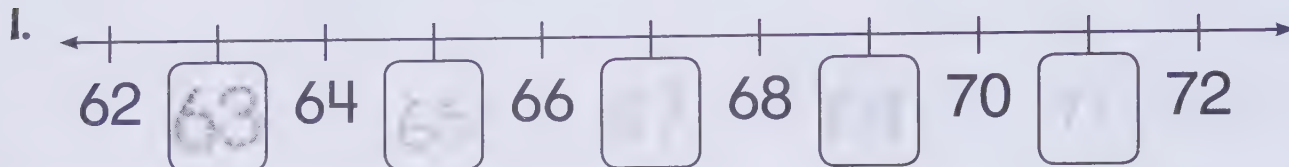
# Order Numbers

Name \_\_\_\_\_

A number line can help you put numbers in order.



Write the missing numbers.



# Hundred-Chart Patterns; 10 Less, 10 More

Name \_\_\_\_\_

I. Complete the hundred chart.

1		3		5		7		9	
	12		14		16		18		20
21		23		25		27		29	
	32		34		36		38		40
41		43		45		47		49	
	52		54		56		58		60
61		63		65		67		69	
	72		74		76		78		80
81		83		85		87		89	
	92		94		96		98		100

Write the number that is 10 more or 10 less.

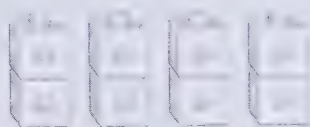
2. 66, 76 | 3. 19, 29 | 4. 50, 60

5. 8, 18 | 6. 71, 81 | 7. 34, 44

8. 4, 14 | 9. 90, 100 | 10. 43, 53

11. 71, 81 | 12. 35, 45 | 13. 32, 42

Make pairs to  
decide even  
or odd.



8 is an even number.  
None are left over.

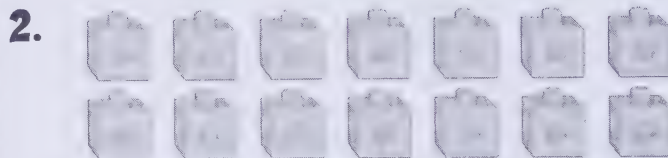


7 is an odd number.  
One is left over.

Write the number in all. Circle pairs.  
Is the number even or odd?



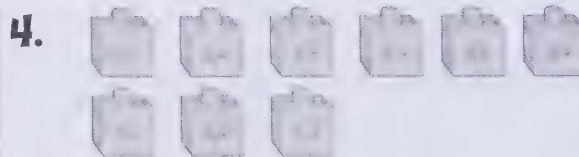
6 is even.



10 is even.



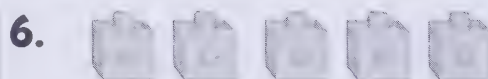
9 is odd.



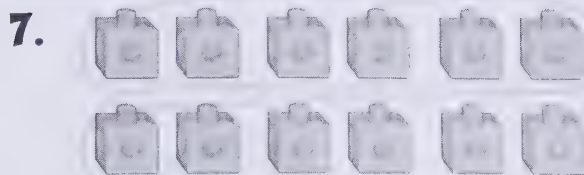
8 is even.



3 is odd.



5 is odd.



12 is even.



7 is odd.



# Count by 5s

Name \_\_\_\_\_

1. Count by 5s to complete the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Color the count-by-5 numbers on the chart.

Count by 5s. Write the missing numbers.

3. 60, 65, 70, 75, 80, 85, 90, 95, 100

4. 25, 30, 35, 40, 45, 50, 55, 60, 65

5. 5, 10, 15, 20, 25, 30, 35, 40, 45

# Count by 2s

Name \_\_\_\_\_

1. Count by 2s to complete the hundred chart.

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17		19	20
21	22	23	24	25		27	28	29	
31	32	33	34	35	36	37		39	40
41	42	43	44	45		47	48	49	
51	52	53	54	55	56	57		59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75		77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Color the count-by-2 numbers on the chart.

Count by 2s. Write the missing numbers.

3. 70, 72, 74, 76, 78, 80, 82, 84, 86

4. 55, 57, 59, 61, 63, 65, 67, 69, 71

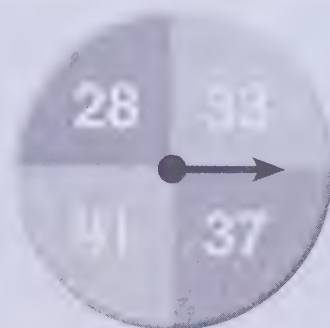
5. 48, 46, 44, 42, 40, 38, 36, 34, 32

# Problem-Solving Strategy: Logical Reasoning

Name \_\_\_\_\_

**Read**

Ella spins and gets a number.  
It is greater than 30.  
It is less than 40.  
It has 3 ones.  
What number does Ella get?



**Plan**

Use clues to make a list  
to help solve the problem.

**Write**

Which numbers on the  
spinner are greater than 30?

33, 37, 41

Which of those numbers  
are less than 40?

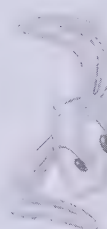
33, 37

Which of those numbers  
has 3 ones?

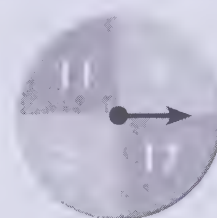
33

**Check**

Does your answer match the clues?

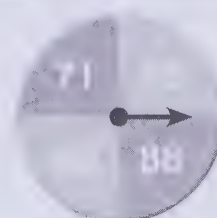


1. Mark spins and gets a number.  
The number is greater than 10.  
It is less than 20.  
It has 1 one.  
What number does Mark get?



Mark gets 11.

2. Jules spins and gets a number.  
The number is greater than 70.  
It is less than 90.  
It has no ones in the ones place.  
What number does Jules get?



Jules gets 80.



# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

Read

Plan

Write

Check



## Strategy File

Draw a Picture





Write a Number Sentence

Use Logical Reasoning

Use a strategy you have learned.

1. Marci writes a number between 30 and 40.  
It has 9 ones.  
What number does Marci write?

Marci writes 39.

2. Paula counts 9  in the store.  
She counts a dozen .  
How many more  than   
does Paula count?

Paula counts 3 more .

3. Cleon writes three numbers between 6 and 20.  
They are 1-digit numbers.  
What numbers does Cleon write?

7, 8, 9

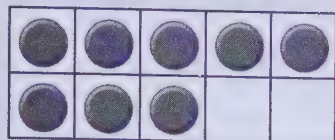
4. Ruth has 5 tens 4 ones.  
Paul has 10 more than Ruth.  
Di has 1 less than Paul.  
What numbers do they have?

Ruth 54, Paul 64, Di 63

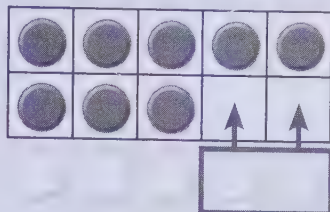
# Sums Through 14

Name \_\_\_\_\_

$$8 + 5 = ?$$



Make 10.

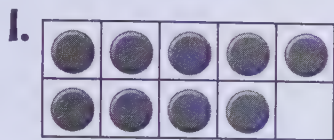


$$8 + 2 = 10$$

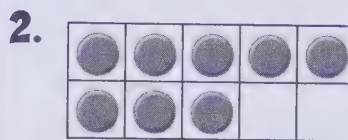
$$10 + 3 = 13$$

$$\text{So } 8 + 5 = 13.$$

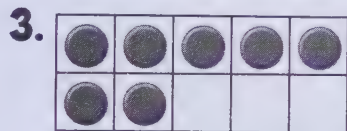
Add.



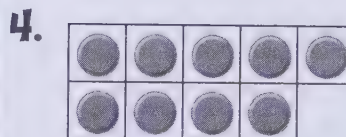
$$9 + 5 = \underline{14}$$



$$8 + 6 = \underline{14}$$



$$7 + 7 = \underline{14}$$



$$9 + 4 = \underline{13}$$

5. 
$$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$$

6. 
$$\begin{array}{r} 5 \\ + 8 \\ \hline 13 \end{array}$$

7. 
$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

8. 
$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$

9. 
$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

10. 
$$6 + 7 = \underline{13}$$

11. 
$$7 + 6 = \underline{13}$$

12. 
$$5 + 9 = \underline{14}$$

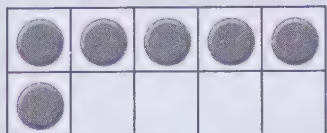
13. 
$$8 + 6 = \underline{14}$$

14. 
$$9 + 5 = \underline{14}$$

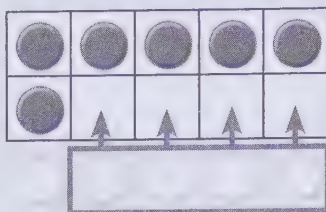
15. 
$$5 + 8 = \underline{13}$$

$$6 + 9 = ?$$

Model the addends.



Fill the ten-frame to make 10.



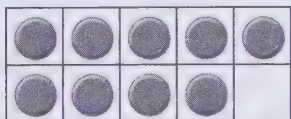
$$6 + 4 = 10$$

$$10 + 5 = 15$$

So  $6 + 9 = 15$ .

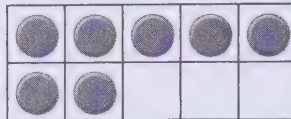
Make 10. Then add.

1.



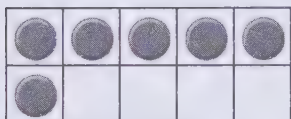
$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

2.



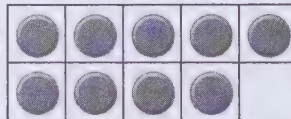
$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

3.



$$6 + 9 = 15$$

4.



$$9 + 6 = 15$$

5.

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

6.

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

7.

$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$

8.

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

9.

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

10.

$$9 + 7 = 16$$

11.

$$8 + 7 = 15$$

12.

$$6 + 7 = 13$$



# Sums Through 18

Name \_\_\_\_\_

$8 + 9 = ?$

$8 + 8 = 16$

8 + 9 is 1 more.

$\text{So } 8 + 9 = 17.$

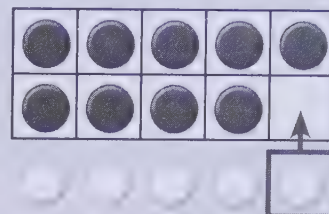
Make 10 to add.

$9 + 9 = ?$

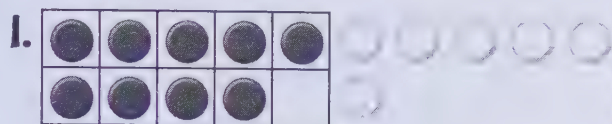
$9 + 1 = 10$

$10 + 8 = 18$

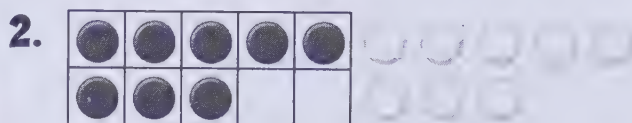
$\text{So } 9 + 9 = 18.$



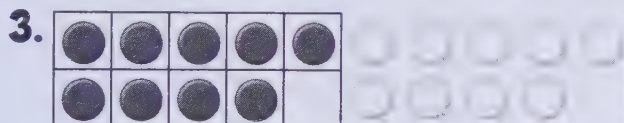
Write the second addend. Then add.



$9 + \underline{6} = \underline{15}$



$8 + \underline{8} = \underline{16}$



$9 + \underline{9} = \underline{18}$



$9 + \underline{8} = \underline{17}$

Find the sum.

$$\begin{array}{r} 5. \quad 8 \\ + 9 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 6. \quad 7 \\ + 9 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 7. \quad 8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8. \quad 9 \\ + 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 9. \quad 6 \\ + 9 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 10. \quad 9 \\ + 5 \\ \hline 14 \end{array}$$

11.

$9 + 7 = \underline{16}$

12.

$5 + 9 = \underline{14}$

13.

$8 + 7 = \underline{15}$

14.

$7 + 7 = \underline{14}$

15.

$6 + 8 = \underline{14}$

16.

$9 + 9 = \underline{18}$

# Subtract from 13 and 14

Name \_\_\_\_\_

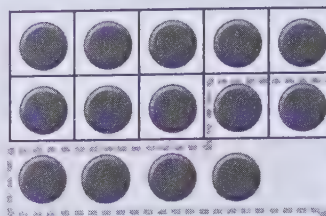
$$14 - 6 = ?$$

Subtract.

$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$$

Add to check.

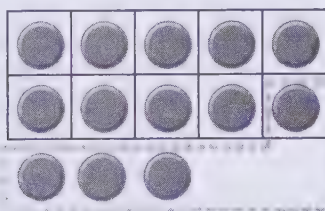
$$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$$



$$14 - 6 = 8$$

Subtract. Add to check.

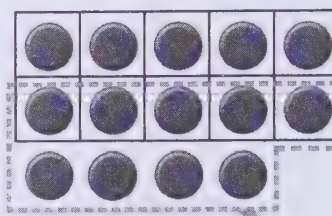
1.



$$13 - 4 = 9$$

$$9 + 4 = 13$$

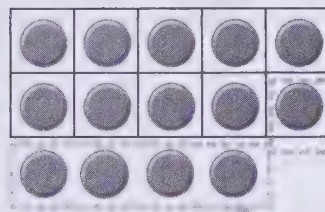
2.



$$14 - 9 = 5$$

$$5 + 9 = 14$$

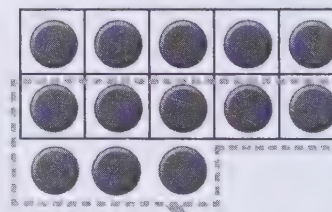
3.



$$14 - 5 = 9$$

$$9 + 5 = 14$$

4.



$$13 - 8 = 5$$

$$5 + 8 = 13$$

5.

$$\begin{array}{r} 13 \\ - 9 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$$

6.

$$\begin{array}{r} 14 \\ - 7 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

7.

$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$$

8.

$$13 - 5 = 8$$

$$8 + 5 = 13$$

9.

$$13 - 7 = 6$$

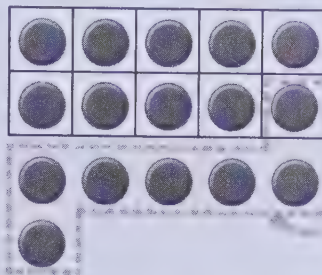
$$6 + 7 = 13$$

# Subtract from 16 or Less

Name \_\_\_\_\_

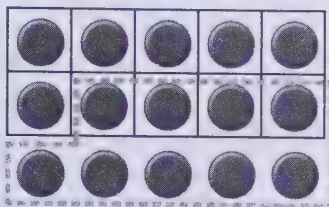
$$16 - 7 = ?$$

$$16 - 7 = 9$$

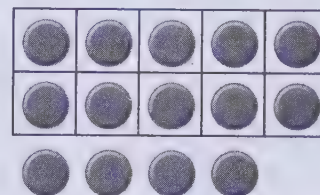


Subtract. Circle the part taken away.

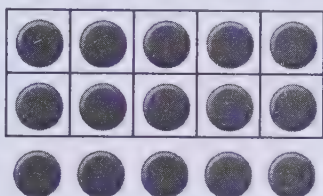
1. 
$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$



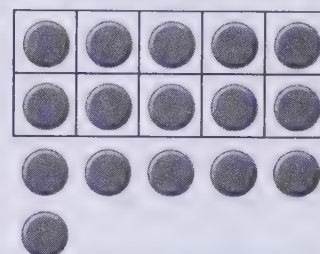
2. 
$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$



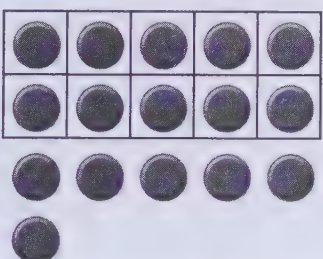
3. 
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$



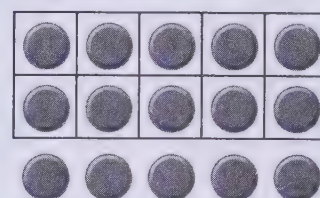
4. 
$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$





5. 
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$



6. 
$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$



Find the difference. Use  and  to help.

7. 
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$



8. 
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$



9. 
$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$



10. 
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$



11. 
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$



12.

$$16 - 7 = 9$$

13.

$$16 - 9 = 7$$

14.

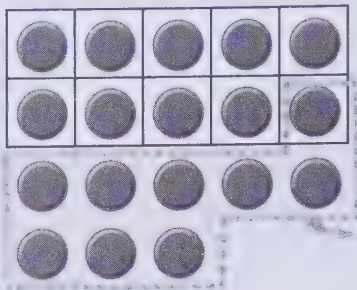
$$16 - 8 = 8$$



# Subtract from 18 or Less

Name \_\_\_\_\_

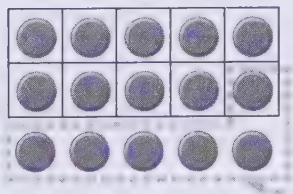
$$18 - 9 = ?$$



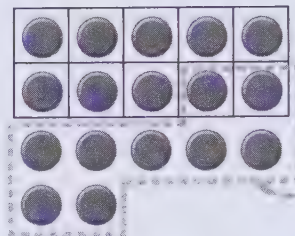
$$18 - 9 = 9$$

Subtract.

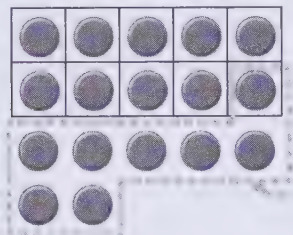
$$\begin{array}{r} 1. \quad 15 \\ - 6 \\ \hline \end{array}$$



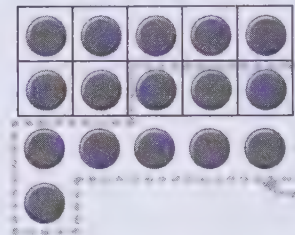
$$\begin{array}{r} 2. \quad 17 \\ - 9 \\ \hline \end{array}$$



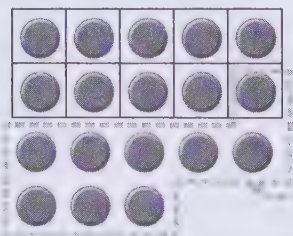
$$\begin{array}{r} 3. \quad 17 \\ - 8 \\ \hline \end{array}$$



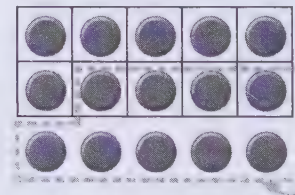
$$\begin{array}{r} 4. \quad 16 \\ - 9 \\ \hline \end{array}$$



$$\begin{array}{r} 5. \quad 18 \\ - 9 \\ \hline \end{array}$$



$$\begin{array}{r} 6. \quad 15 \\ - 9 \\ \hline \end{array}$$



$$\begin{array}{r} 7. \quad 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 16 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 15 \\ - 8 \\ \hline \end{array}$$

$$11. \quad 17 - 8 = \underline{\quad 9 \quad}$$

$$12. \quad 16 - 9 = \underline{\quad 7 \quad}$$

$$13. \quad 15 - 7 = \underline{\quad 8 \quad}$$

# More Fact Families

Name \_\_\_\_\_

7	4	11
+	-	=

A fact family shows all the related facts.

$7 + 4 = 11$

$4 + 7 = 11$

$11 - 4 = 7$

$11 - 7 = 4$

Write each fact family.

1. 

15	6	9
----	---	---

$$6 + 9 = 15$$

$$9 + 6 = 15$$

$$15 - 9 = 6$$

$$15 - 6 = 9$$

2. 

16	7	9
----	---	---

$$7 + 9 = 16$$

$$9 + 7 = 16$$

$$16 - 9 = 7$$

$$16 - 7 = 9$$

3. 

9	18
---	----

$$9 + 9 = 18$$

$$18 - 9 = 9$$

4. 

8	16
---	----

$$8 + 8 = 16$$

$$16 - 8 = 8$$

5. 

8	6	14
---	---	----

$$8 + 6 = 14$$

$$6 + 8 = 14$$

$$14 - 8 = 6$$

$$14 - 6 = 8$$

6. 

8	9	17
---	---	----

$$8 + 9 = 17$$

$$9 + 8 = 17$$

$$17 - 8 = 9$$

$$17 - 9 = 8$$

# Three Addends

Name \_\_\_\_\_

You can change the order to add.

Add down.

$$\begin{array}{r} 2 \\ 7 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 5 \\ \hline 14 \end{array}$$

Add up.

$$\begin{array}{r} 5 \\ 3 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

Make 10.

$$\begin{array}{r} 7 \\ 1 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 1 \\ \hline 11 \end{array}$$

Use doubles.

$$\begin{array}{r} 3 \\ 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

Add. Circle the numbers you add first.

1.  $\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ 2 \\ + \\ \hline 12 \end{array}$

2.  $\begin{array}{r} 3 \\ 6 \\ + 4 \\ \hline 13 \end{array} \quad \begin{array}{r} 1 \\ 4 \\ + \\ \hline 13 \end{array}$

3.  $\begin{array}{r} 2 \\ 7 \\ + 5 \\ \hline 14 \end{array} \quad \begin{array}{r} 4 \\ 5 \\ + \\ \hline 14 \end{array}$

4.  $\begin{array}{r} 7 \\ 3 \\ + 4 \\ \hline 14 \end{array} \quad \begin{array}{r} 10 \\ 4 \\ + \\ \hline 14 \end{array}$

5.  $\begin{array}{r} 3 \\ 3 \\ + 6 \\ \hline 12 \end{array} \quad \begin{array}{r} 6 \\ 6 \\ + \\ \hline 12 \end{array}$

6.  $\begin{array}{r} 1 \\ 8 \\ + 2 \\ \hline 11 \end{array} \quad \begin{array}{r} 9 \\ 2 \\ + \\ \hline 11 \end{array}$

7.  $\begin{array}{r} 6 \\ 3 \\ + 2 \\ \hline 11 \end{array} \quad \begin{array}{r} 9 \\ 2 \\ + \\ \hline 11 \end{array}$

8.  $\begin{array}{r} 9 \\ 3 \\ + 0 \\ \hline 12 \end{array} \quad \begin{array}{r} 4 \\ 3 \\ + \\ \hline 12 \end{array}$

9.  $\begin{array}{r} 5 \\ 4 \\ + 4 \\ \hline 13 \end{array} \quad \begin{array}{r} 9 \\ 4 \\ + \\ \hline 13 \end{array}$

10.  $7 + 0 + 8 = ?$   
 $7 + 8 = 15$

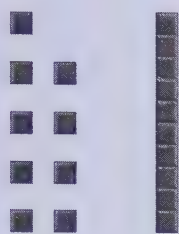
11.  $4 + 5 + 1 = ?$   
 $9 + 1 = 10$



# Extending Facts to 20

Name \_\_\_\_\_

$$9 + 10 = ?$$



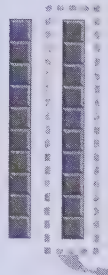
Use a doubles fact.

$$9 + 9 = 18$$

10 is one more than 9.

$$\text{So } 9 + 10 = 19.$$

$$20 - 10 = ?$$



Take away 10.

$$20 - 10 = 10$$

Add or subtract.

1.

$$9 + 9 = 18$$

2.

$$8 + 7 = 15$$

3.

$$9 + 8 = 17$$

4.

$$10 + 9 = 19$$

5.

$$19 - 9 = 10$$

6.

$$8 + 9 = 17$$

7.

$$20 - 10 = 10$$

8.

$$15 - 9 = 6$$

9.

$$7 + 9 = 16$$

10.

$$17 - 9 = 8$$

11.

$$16 - 7 = 9$$

12.

$$8 + 8 = 16$$

13.

$$\begin{array}{r} 18 \\ - 9 \\ \hline 9 \end{array}$$

14.

$$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$$

15.

$$\begin{array}{r} 9 \\ + 6 \\ \hline 15 \end{array}$$

16.

$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$

17.

$$\begin{array}{r} 20 \\ - 10 \\ \hline 10 \end{array}$$

18.

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

19.

$$\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$$

20.

$$\begin{array}{r} 10 \\ + 10 \\ \hline 20 \end{array}$$

21.

$$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$$

22.

$$\begin{array}{r} 10 \\ + 9 \\ \hline 19 \end{array}$$

# Missing Part of a Number Sentence

Name \_\_\_\_\_

$$8 + ? = 12$$

Count up.

$$8 + ? = 12$$

Count up from 8:  
9, 10, 11, 12

$$8 + 4 = 12$$

Use a subtraction fact.

$$8 + ? = 12$$

$$12 - 8 = 4$$

$$\text{So } 8 + 4 = 12.$$

What number will make each number sentence true?

Use  to help.

1.  $7 + \boxed{9} = 16$

2.  $8 + \boxed{5} = 13$

3.  $\boxed{7} + 4 = 11$

4.  $17 - \boxed{8} = 9$

5.  $\boxed{10} + 10 = 20$

6.  $14 - \boxed{9} = 5$

7.  $6 + \boxed{7} = 13$

8.  $\boxed{9} + 10 = 19$

9.  $\boxed{7} + 7 = 14$

10.  $17 - \boxed{9} = 8$

11.  $9 + \boxed{3} = 12$

12.  $\boxed{18} - 9 = 9$

13.  $11 - \boxed{8} = 3$

14.  $9 + \boxed{7} = 16$

# Problem-Solving Strategy: Make a Table

Name \_\_\_\_\_

**Read**

Hans found 5 pairs of gloves in his closet.  
One pair of gloves fits 10 fingers.  
How many fingers fit in 5 pairs of gloves?

**Plan**

Name the facts you know.

- One pair of gloves fits 10 fingers.
- Hans has 5 pairs of gloves.

Make a table.

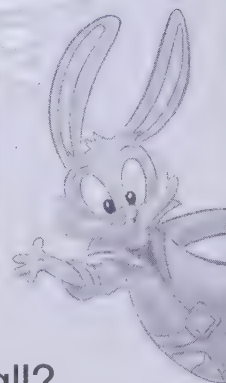
**Write**

Pairs of Gloves	1	2	3	4	5
Fingers	10	20	30	40	50

50 fingers fit in 5 pairs of gloves.

**Check**

Draw a picture. Did you find 50 fingers in all?



Make a table to solve each problem.

1. Manuel sees 6 bicycles in the store.

Each bicycle has 2 wheels.

How many wheels does Manuel see in all?

Bicycles	1	2	3	4	5	6
Wheels	2	4	6	8	10	12

12 wheels  
in all.

2. Mr. Hall hands out 5 bags of crackers.

Each bag has 5 crackers in it.

How many crackers does Mr. Hall hand out in all?

Bag	1	2	3	4	5
Crackers	5	10	15	20	25

25 crackers in all.



# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

Read Plan Write Check



## Strategy File

Draw a Picture  
Choose the Operation  
Make a Table

Use a strategy you have learned.

1. Each  has 5 strings.



There are 7 .


How many strings are there in all?

There are 35 strings in all.

2. There are 14  in the aquarium.

There are 9 .

How many more  than  are in the aquarium?

There are 5 more .

3. June is 7th in line at the garage sale.

Polly is 2nd in line.

How many people are in line between June and Polly?

4 people are between June and Polly.

4. Jimmy spins and gets a number.

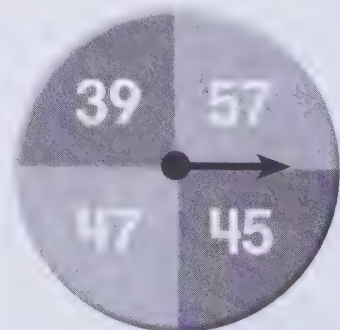
The number is greater than 40.

It is less than 51.

It has 7 ones.

What number does Jimmy get?

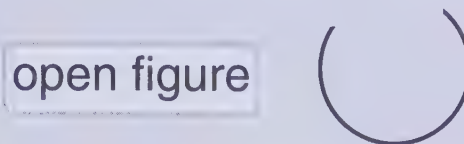
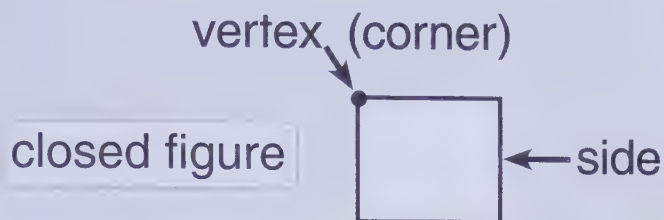
Jimmy gets 47.



# Open and Closed Figures; Sides and Corners

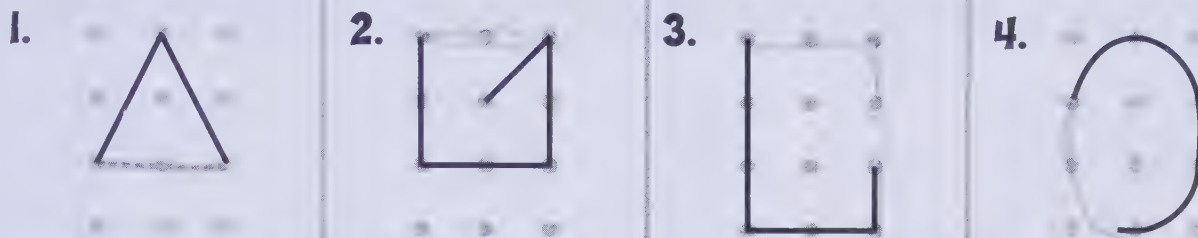
Name \_\_\_\_\_

A closed flat figure is a plane figure.



An open figure is not a plane figure.

Draw to make each a closed figure.



Trace each figure.

Draw a • at each vertex.

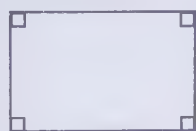
Write how many sides and corners.

<p>5. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>6. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>7. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>8. </p> <p>_____ sides</p> <p>_____ corners</p>
<p>9. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>10. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>11. </p> <p>_____ sides</p> <p>_____ corners</p>	<p>12. </p> <p>_____ sides</p> <p>_____ corners</p>

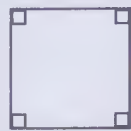
# Sorting Plane Figures

Name \_\_\_\_\_

4 square corners



rectangle

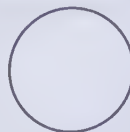


square

0 square corners



triangle



circle












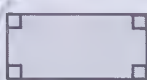






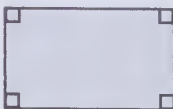




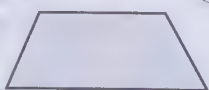
4 corners



trapezoid

Sort the figures.

Circle the figures that follow each rule.

Rule	Figures
1. 0 corners	   
2. 3 corners and 3 sides	   
3. 4 square corners and 4 sides	   
4. 5 corners and 5 sides	   
5. 1 square corner and 3 sides	   
6. 4 corners and 4 sides	   



# Ways to Make Figures


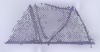
Name \_\_\_\_\_

You can make a plane figure or take apart a plane figure using different shapes.



Use pattern blocks to make a new figure.



How many of each pattern block did you use?



1. Use  to make a .

2. Use  to make a .

3  make 1 .

3  make 1 .

3. Use  to make a .

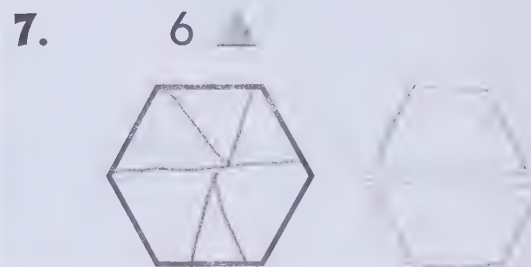
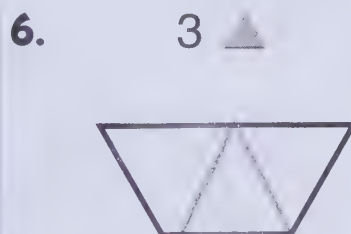
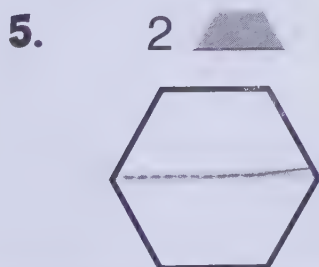
4. Use  to make a .

6  make 1 .

2  make 1 .

Draw lines to show how to make different shapes.

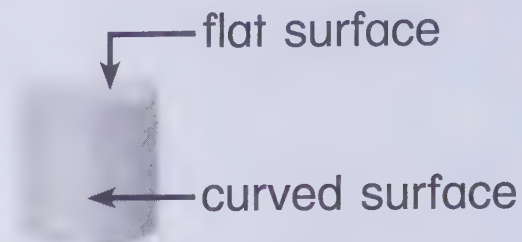
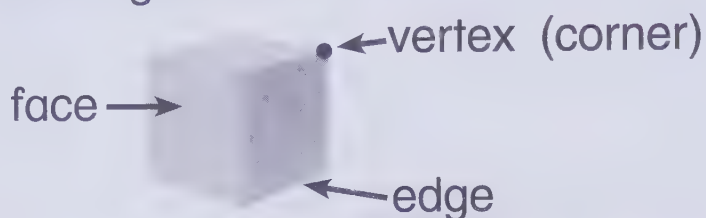
Use pattern blocks to help.



# Solid Figures; Attributes of Solid Figures

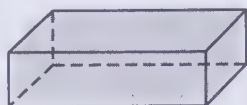
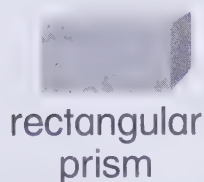
Name \_\_\_\_\_

Solid figures are not flat.

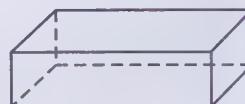
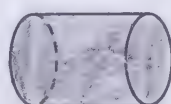


Color the figures that have the same shape.

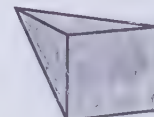
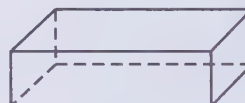
1.



2.



3.



What does the arrow point to?  
Circle the correct math word.

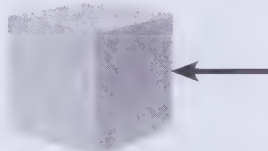
4.



curved surface

vertex

5.



edge

face

6.



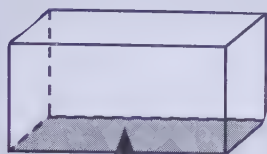
curved surface

flat surface

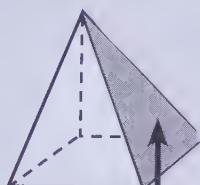
# Plane Figures on Solid Figures

Name \_\_\_\_\_

The flat surfaces of solid figures are shaped like plane figures.



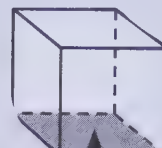
rectangle



triangle



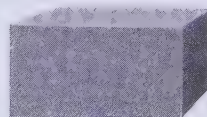
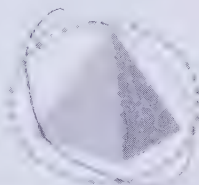
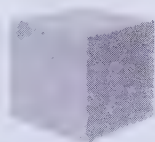
circle



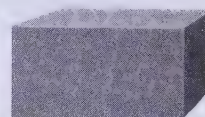
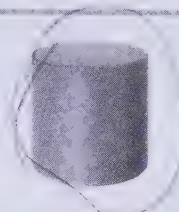
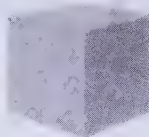
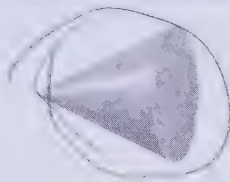
square

Circle any solid figure with a flat surface that matches the plane figure at the beginning of each row.

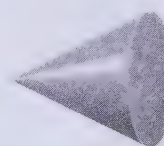
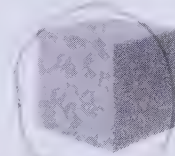
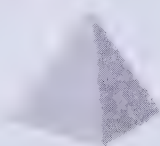
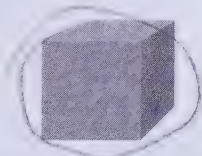
1.



2.



3.



Write **square**, **triangle**, or **circle**.

4. The face of a cube is a square.

5. Four faces of a pyramid are triangle.

6. Each flat surface of a cylinder is a circle.

7. The flat surface of a cone is a circle.



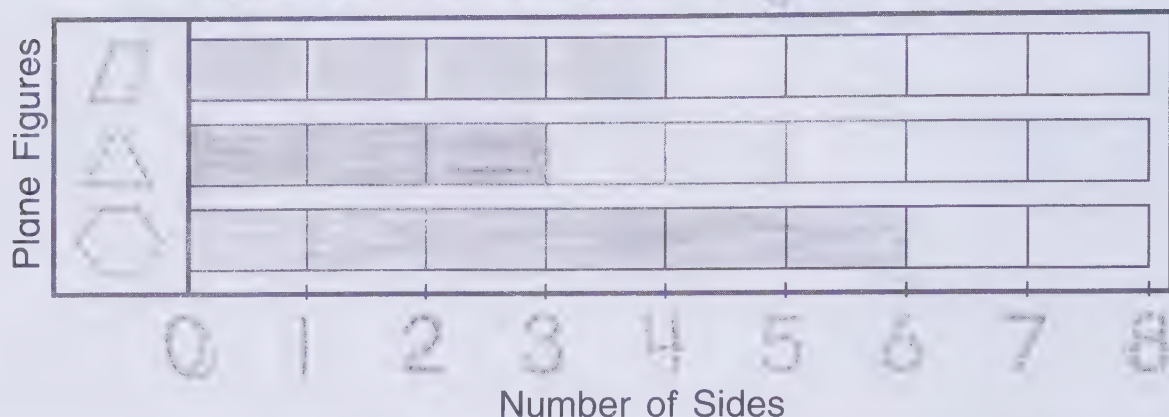
# Graphing Attributes

Name \_\_\_\_\_

1. Make a bar graph for each.

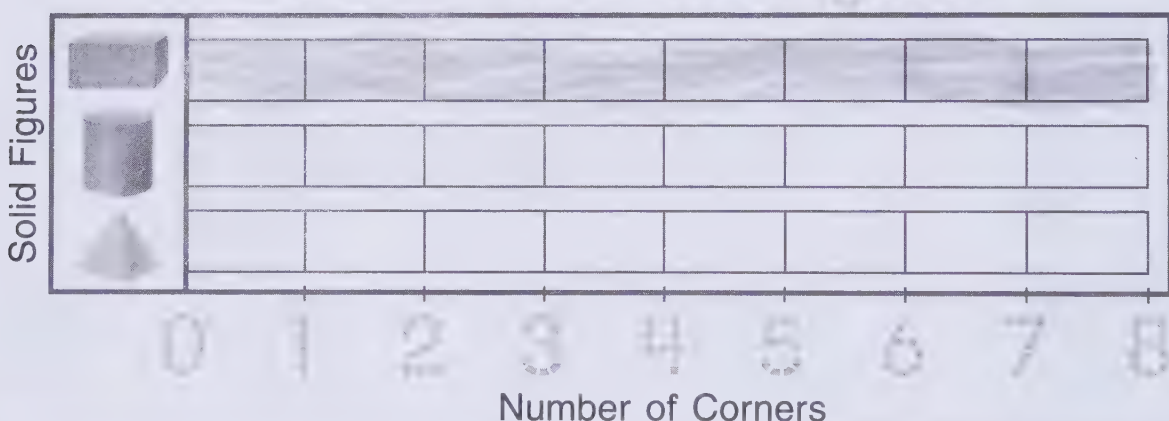
Color 1 box for each side on the plane figures.

Sides of Plane Figures



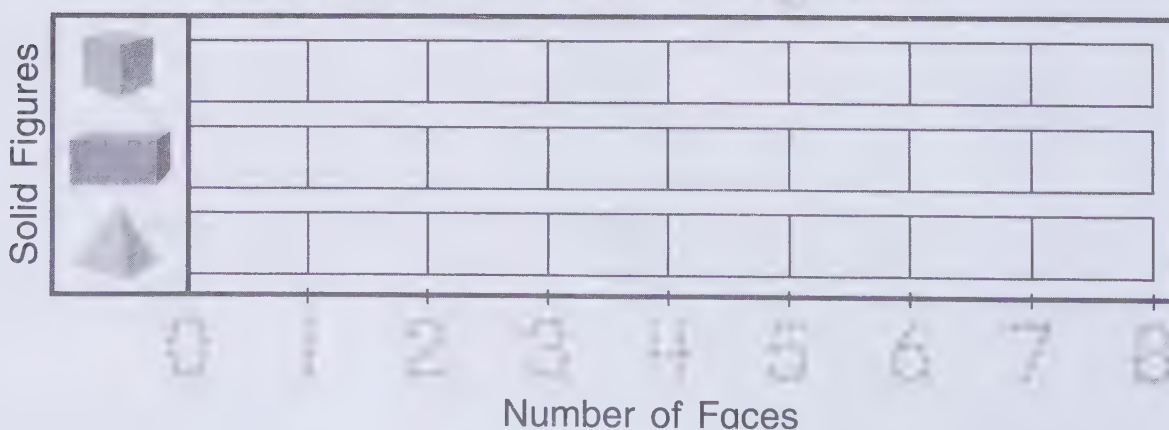
2. Color 1 box for each corner on the solid figures.

Corners of Solid Figures



3. Color 1 box for each face on the solid figures.

Faces on Solid Figures

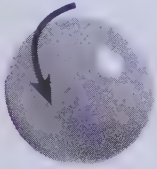


# Roll, Slide, and Stack

Name \_\_\_\_\_

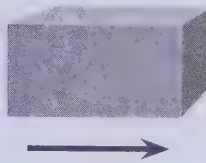
Solid figures can move in different ways.

A sphere has a curved surface.



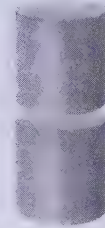
A sphere can roll.

A rectangular prism has a flat surface.



A rectangular prism can slide.

A cylinder has flat surfaces on the top and bottom.

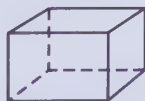
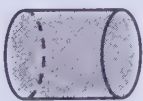


A cylinder can stack.

Circle solid figures to show if they roll, slide, or stack.

1.	roll						
2.	slide						
3.	stack						

4. Color each solid figure that both rolls and slides.

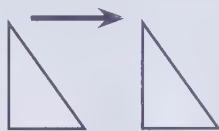


5. Color each solid figure that both stacks and rolls.



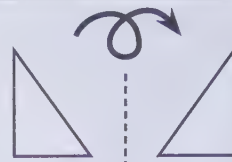
Plane figures can move in different ways.

A slide moves a figure along a line.



slide

A flip turns a figure over.

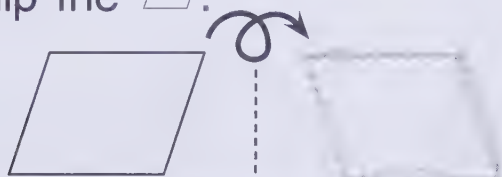


flip

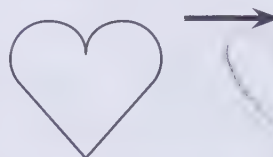
Model each slide or flip.

Trace the shape to show how it was moved.

1. Flip the .



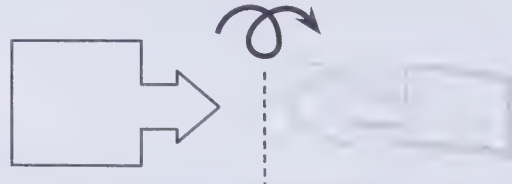
2. Slide the .



3. Slide the .



4. Flip the .



Look for a slide pattern or a flip pattern.

Draw what is most likely to come next.

5.



6.

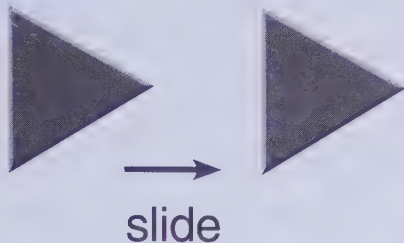




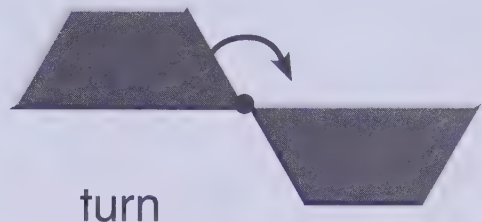
# Slides and Turns

Name \_\_\_\_\_

A figure can slide to the right, left, up, or down.



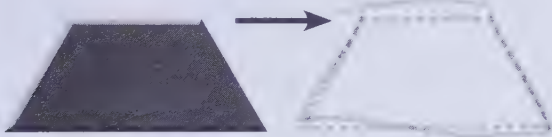
A figure can turn around a point.



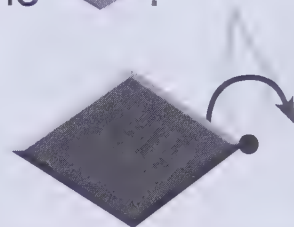
Model each slide or turn.


Trace the shape to show how it was moved.

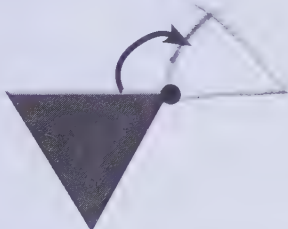
1. Slide the .



2. Turn the .



3. Turn the .



4. Slide the .



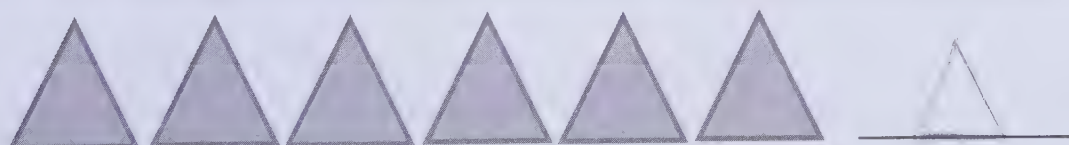
Look for a slide pattern or a turn pattern.

Draw what is most likely to come next.

5.



6.



# Pattern Rules

Name \_\_\_\_\_



This is a slide pattern.

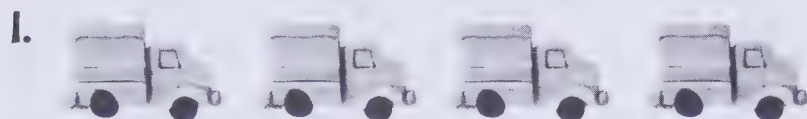


This is a turn pattern.

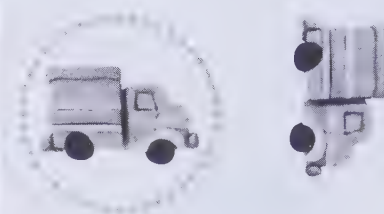


This is a flip pattern.

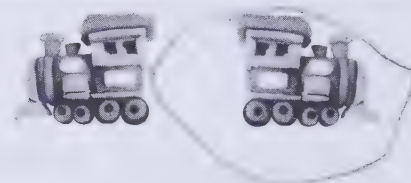
Write **slide**, **turn**, or **flip** to describe each pattern.  
Circle what comes next in each pattern.



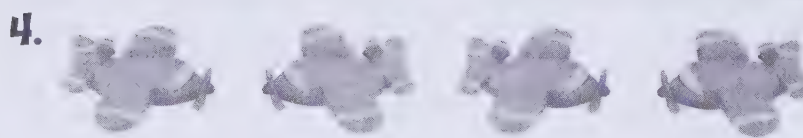
This is a slide pattern.



This is a flip pattern.



This is a turn pattern.




This is a flip pattern.




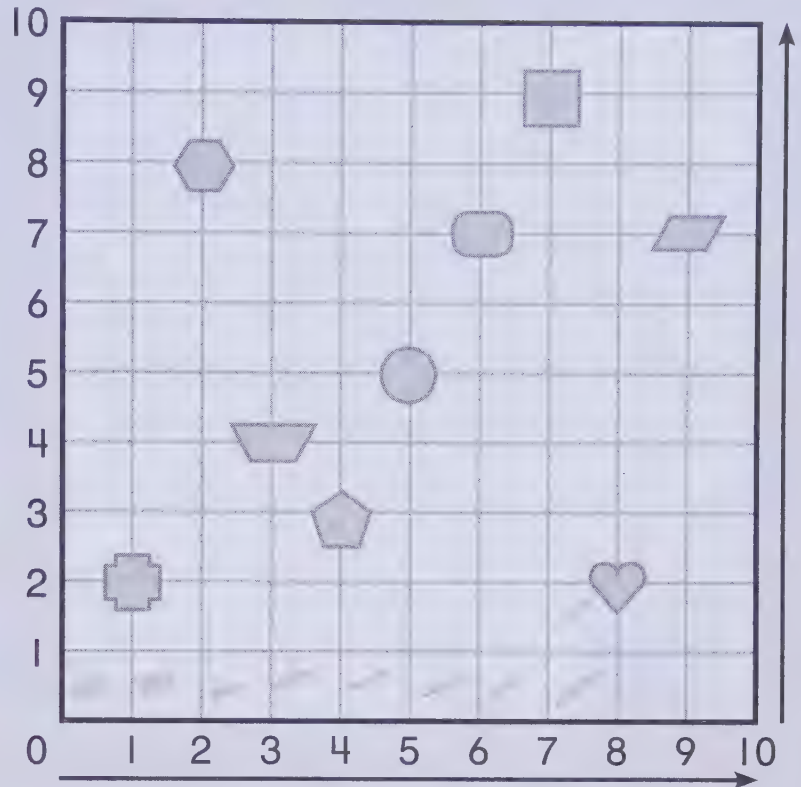
# Give and Follow Directions

Name \_\_\_\_\_

Where is the  ?  
To find out, start at 0.

Count across.  
Count up.

The  is 9 across  
and 7 up.



Use the grid above.

Write the numbers to tell where each figure is.









	Figure	Across	Up
1.		4	3
2.		1	2
3.		8	2
4.		2	8

	Figure	Across	Up
5.			
6.			
7.			
8.			

Look at the grid. Circle the correct answer.

9. Is the  to the right  
or left of the ?

right

left

10. Is the  above or below the ?

above

below



# Same Shape and Size

Name \_\_\_\_\_

Both figures are triangles with the same shape.

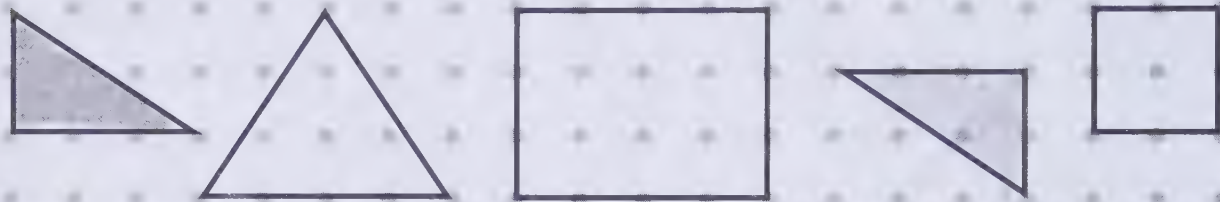
The figures are the same size. The sides match exactly.



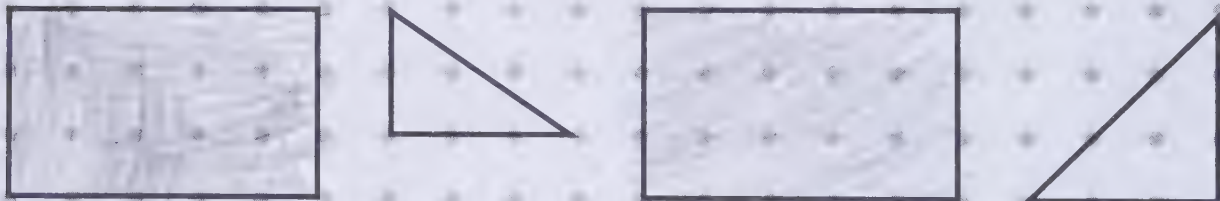
These figures are the same shape and the same size.

Color the figures with the same shape and the same size.

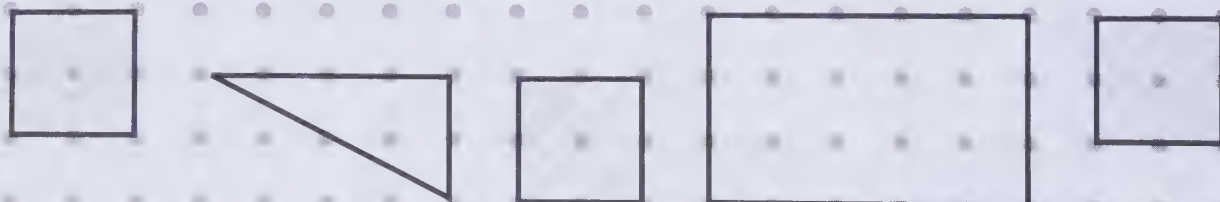
1.



2.



3.



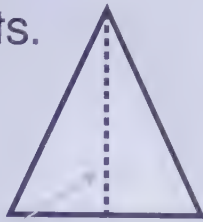
4.



# Symmetry

Name \_\_\_\_\_

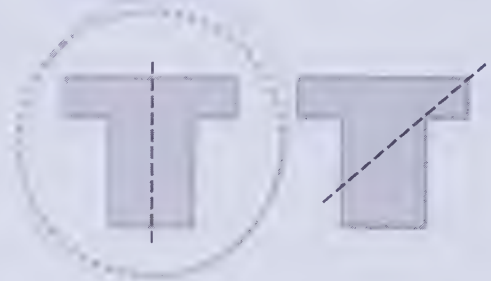
Shapes with symmetry have matching parts.



The fold line is the line of symmetry.

Look for a line of symmetry. Circle the shape that shows matching parts.

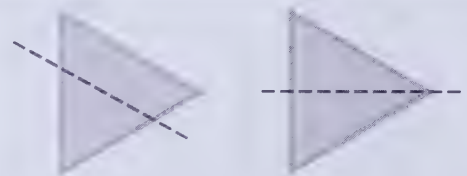
1.



2.



3.



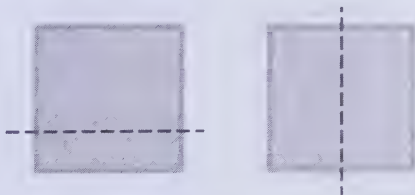
4.



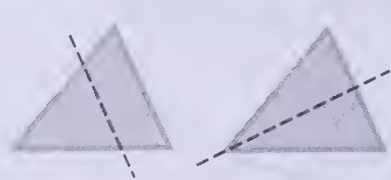
5.



6.



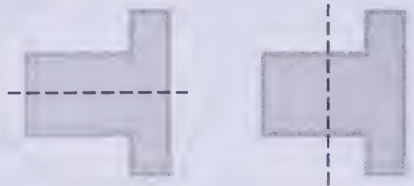
7.



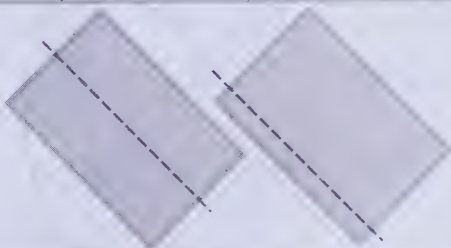
8.



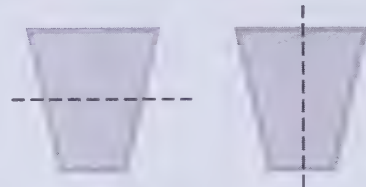
9.



10.



11.



# Problem-Solving Strategy: Find/Use a Pattern

Name \_\_\_\_\_

**Read**

How can you show this pattern using numbers?



**Plan**

Look for a pattern rule.

Think of the parts that repeat.

The pattern rule is 1 circle, then 3 rectangles.

Show the same pattern with the numbers 1 and 3.

**Write**



1, 3, 1, 3, 1, 3

**Check**

Does your number pattern follow the same rule as the shape pattern?

Find a pattern. Show the same pattern using numbers.

1.



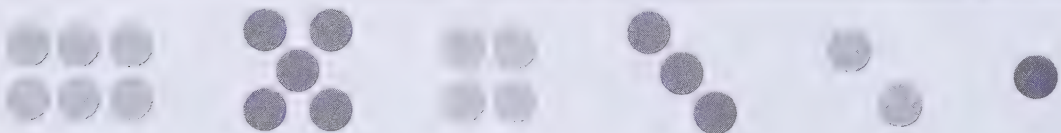
3, 2, 3, 2, 3, 2

2.



4, 2, 1, 4, 2, 1

3.



6, 5, 4, 3, 2, 1



# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

**Read** **Plan** **Write** **Check**

Use a strategy you have learned.



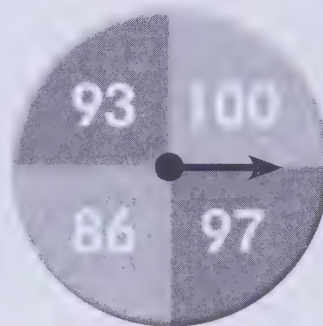
## Strategy File

Use Logical Reasoning  
Write a Number Sentence  
Find/Use a Pattern

1. Bari makes a pattern with these shapes. Show the same pattern using numbers.

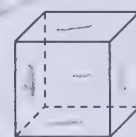
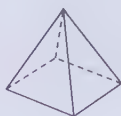



2. Bill spins and gets a number.  
The number is less than 100.  
It is more than 90.  
It has 3 ones.  
What number does Bill get?



Bill gets 93.

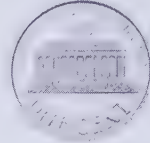
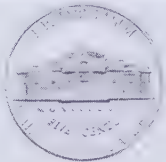
3. I can slide.  
I cannot roll.  
I have 6 faces.  
What figure am I?  
Circle your answer.



4. Dusty spends 8¢ on a .  
He pays with a dime.  
How much does Dusty have left?  
Dusty has \_\_\_\_\_ left.

Count on by 5s for nickels.

Count on by 1s for pennies.



5¢,

10¢,

15¢,

16¢,

17¢,

18¢

Count on. Write how much.

1.



5¢,

6¢,

7¢,

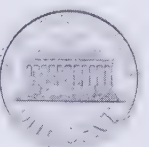
8¢,

9¢,

10¢

10¢

2.



5¢,

6¢,

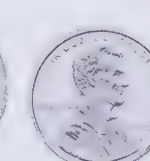
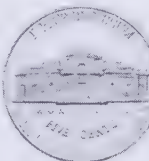
7¢,

8¢,

9¢

9¢

3.



5¢,

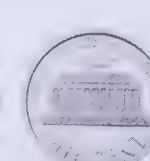
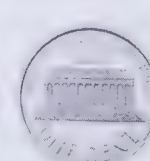
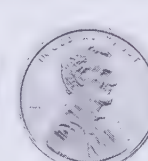
6¢,

15¢,

16¢

16¢

4.



5¢,

6¢,

11¢,

12¢,

13¢,

14¢

14¢



# Dimes and Pennies

Name \_\_\_\_\_

Count on by 10s for dimes.

Count on by 1s for pennies.



10¢,



20¢,



30¢,



31¢,



32¢,



33¢

Count on. Write how much.

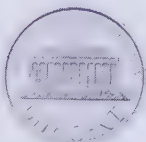
1.



10¢,



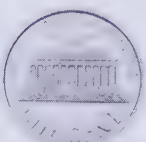
11¢,



12¢,



13¢,



14¢,



15¢

15¢

2.



10¢,



20¢,



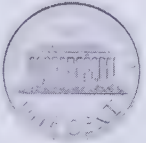
21¢,



22¢,



23¢,



24¢

24¢

3.



10¢,



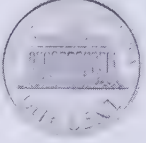
15¢,



30¢,



40¢,



41¢,



42¢

42¢

4.



1¢,



1¢,



1¢,



1¢,



1¢,



1¢

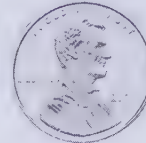
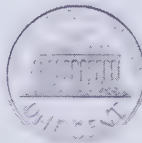
1¢



# Quarters and Pennies

Name \_\_\_\_\_

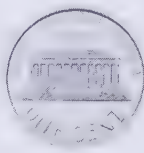
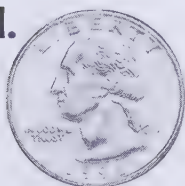
Count on by 1s from 25¢.



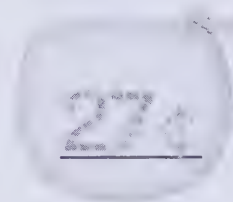
25¢, 26¢, 27¢, 28¢, 29¢

Count on. Write how much.

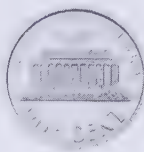
1.



25¢, 26¢, 27¢



2.



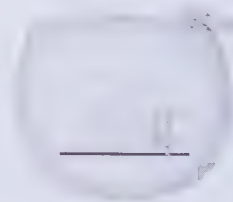
25¢, 26¢, 27¢, 28¢



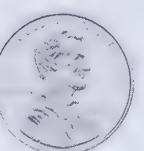
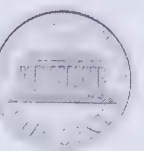
3.



25¢, 26¢



4.



25¢, 26¢, 27¢, 28¢, 29¢, 30¢



# Count On by Dimes and Nickels

Name \_\_\_\_\_

Sort like coins and order from greatest to least value.

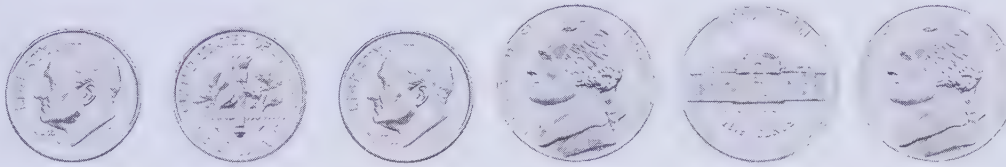


Then count on.

10¢, 20¢, 30¢, 35¢, 40¢

Count on. Write how much.

1.



10¢, 20¢, 30¢, 35¢, 40¢, 45¢

45¢

2.



10¢, 20¢, 30¢, 35¢, 40¢

40¢

3.



10¢, 20¢, 30¢, 40¢, 45¢, 50¢

50¢

4.



10¢, 20¢, 30¢, 40¢, 50¢, 55¢

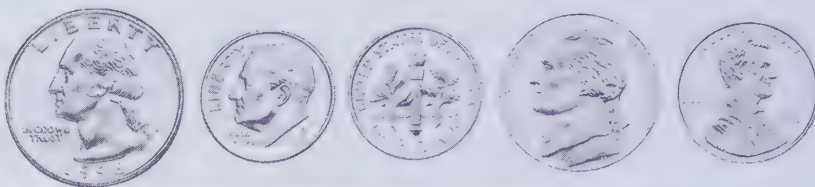
55¢



# Count Mixed Coins

Name \_\_\_\_\_

Sort like coins and  
order from greatest  
to least value.



Then count on.

25¢, 35¢, 45¢, 50¢, 51¢

Count on. Write how much.

1.



25¢, 35¢, 40¢, 41¢, 42¢, 43¢, 43¢

2.



10¢, 20¢, 25¢, 26¢, 31¢, 36¢, 46¢

3.



25¢, 30¢, 35¢, 40¢, 45¢, 50¢, 55¢

4.



25¢, 30¢, 40¢, 45¢, 50¢, 55¢, 60¢

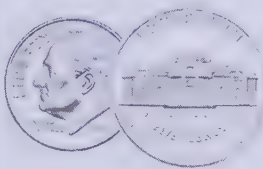


# Equal Amounts

Name \_\_\_\_\_



5¢, 10¢, 15¢



10¢, 15¢

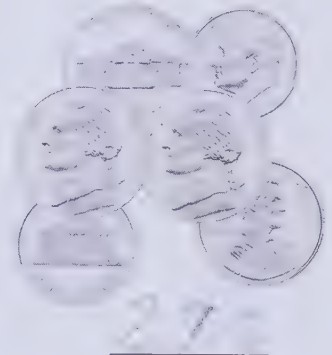
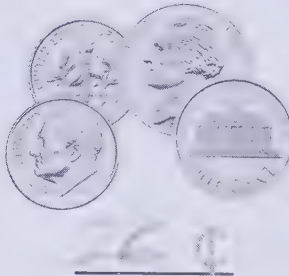


10¢, 11¢, 12¢, 13¢, 14¢, 15¢

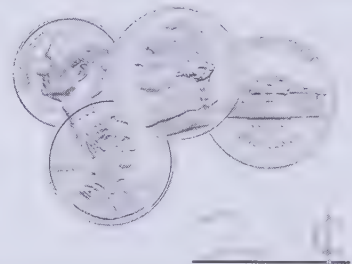
Write each amount.

Circle the amounts that are equal.

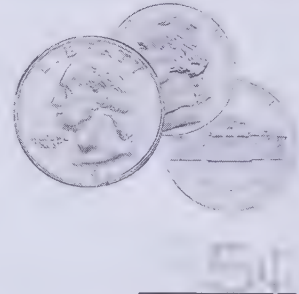
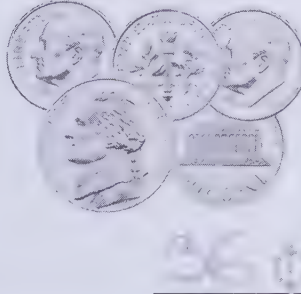
1.



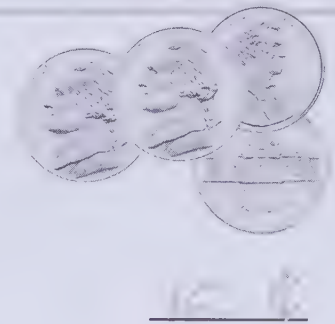
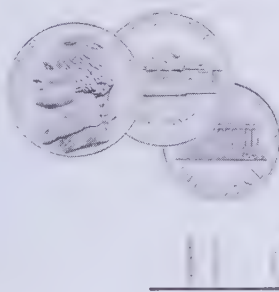
2.



3.



4.






Is there enough money to buy a  for 47¢?



43¢ < 47¢

25¢, 35¢, 40¢, 41¢, 42¢, 43¢

There is not enough money to buy the . 

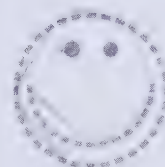
Write the amount you have. Draw  or  to tell if you have enough money to buy the toy.



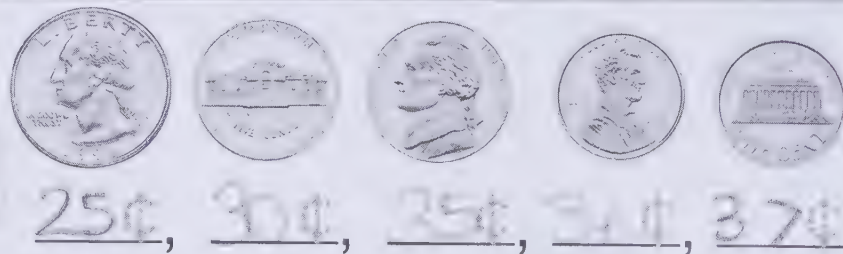
58¢



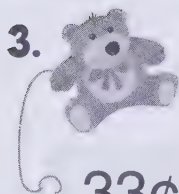
25¢, 35¢, 45¢, 55¢, 60¢



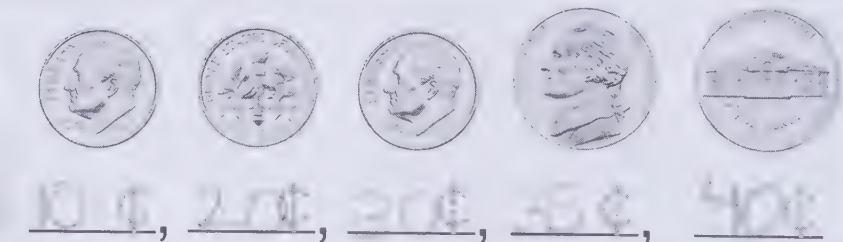
46¢



25¢, 30¢, 35¢, 34¢, 37¢



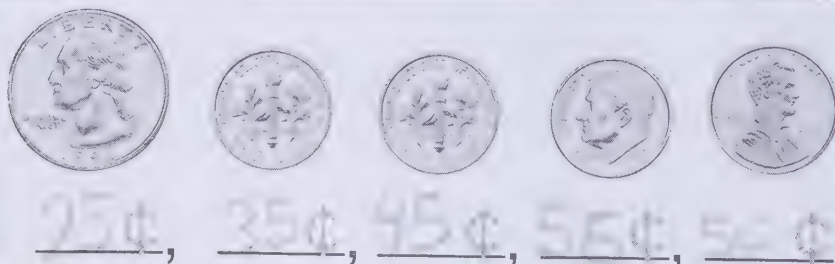
33¢



10¢, 20¢, 30¢, 35¢, 40¢



57¢



25¢, 35¢, 45¢, 55¢, 50¢





# One Dollar

Name \_\_\_\_\_

Skip count to show \$1.



25¢, 50¢, 75¢, 100¢

one dollar = 100 cents

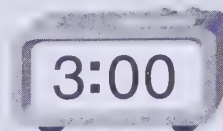
\$1 = 100¢

Skip count. Circle to show \$1.





Read the time on each clock as 3 o'clock.

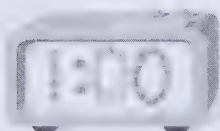


Write the time shown.

1.



1 o'clock



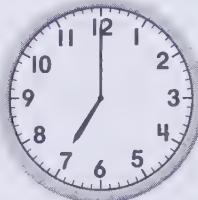
2.



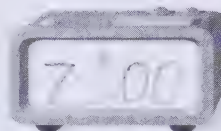
4 o'clock



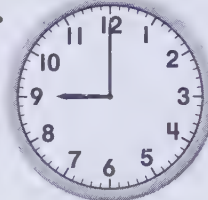
3.



7 o'clock



4.



9 o'clock



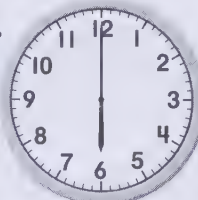
5.



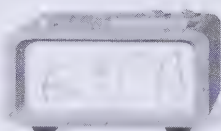
2 o'clock



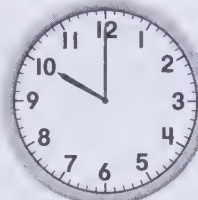
6.



6 o'clock



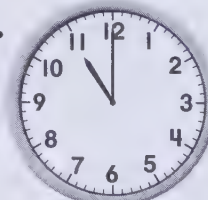
7.



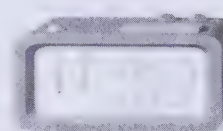
10 o'clock



8.



11 o'clock

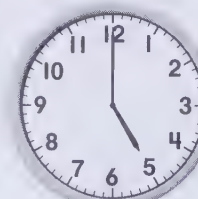


9.



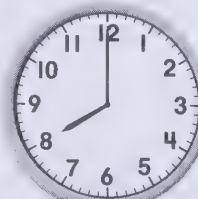
3 o'clock

10.



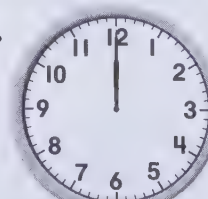
5 o'clock

11.



8 o'clock

12.

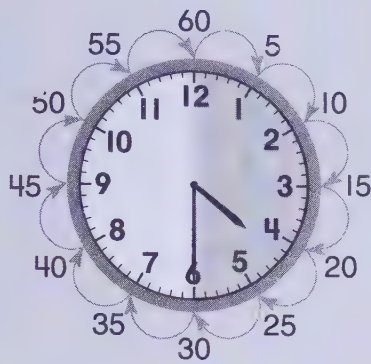


12 o'clock

# Half Hour

Name \_\_\_\_\_

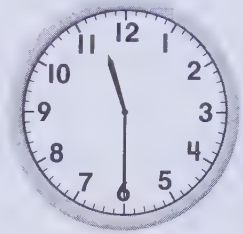
There are 30 minutes in 1 half hour.



Read this time as:  
4 thirty  
half past 4  
30 minutes after 4

Write the time  
in two ways.

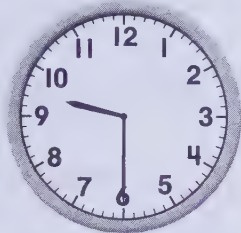
1.



half past 11



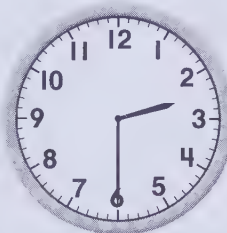
2.



9 thirty



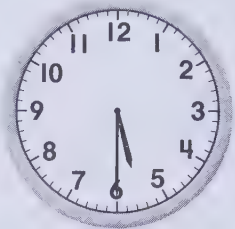
3.



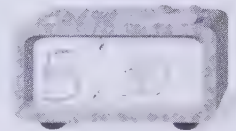
2 minutes after 2



4.



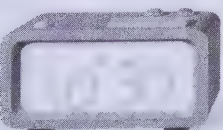
half past 5



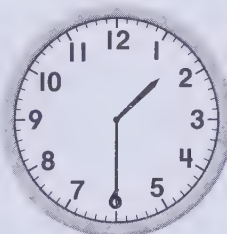
5.



10 thirty



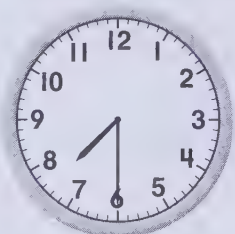
6.



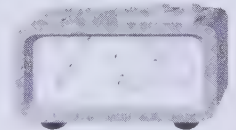
1 minutes after 1



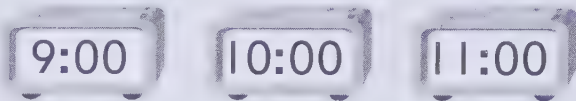
7.



half past 7







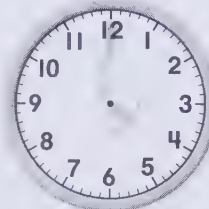
This is an hour pattern.



This is a half-hour pattern.

Write or draw to complete each time pattern.  
Circle to show the type of pattern.

1.



3 o'clock

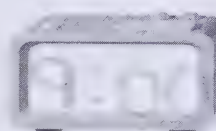
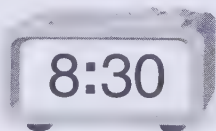
4 o'clock

5 o'clock

half hour

hour

2.



8 o'clock

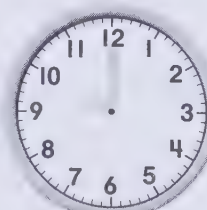
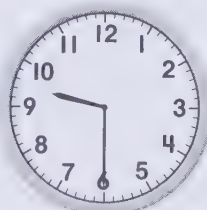
8 thirty

9 o'clock

half hour

hour

3.



9 o'clock

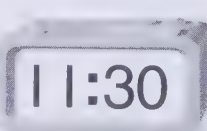
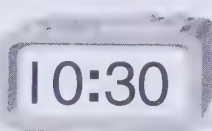
9 thirty

10 o'clock

half hour

hour

4.



12 thirty

11 thirty

half past 12

half hour

hour



# Elapsed Time

Name \_\_\_\_\_



9:30 to 10:30 is 1 hour.

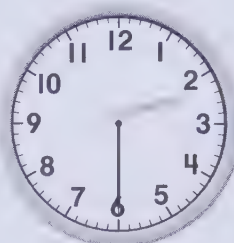
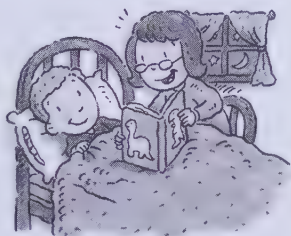


Draw or write the time to show how long each activity takes. Circle how long.

1. Read a book.

Begin at  
1:30.

End at  
2:30.



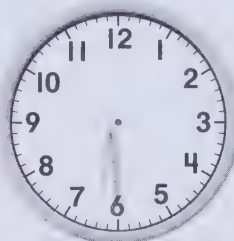
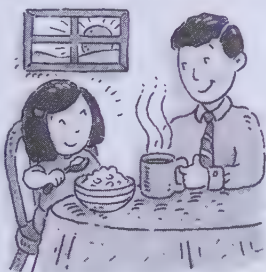
1 half hour

1 hour

2. Eat breakfast.

Begin at  
5:30.

End at  
6:30.



1 half hour

1 hour

3. Eat dinner.

Begin at  
6:30.

End at  
7:00.

6:30

to

7:00

1 half hour

1 hour

4. Do homework.

Begin at  
4:00.

End at  
5:00.

4:00

to

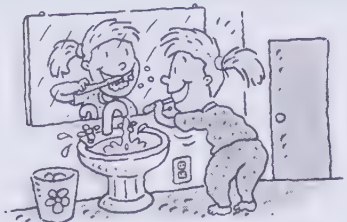
5:00

1 half hour

1 hour

To estimate time means to tell about how long it takes to do something.

brush your teeth



about 1 minute

go to the dentist



about 1 hour

Color to show how long.

1. make a cake



about 1 minute

about 1 hour

2. take a picture



about 1 minute

about 1 hour

3. do a puzzle



about 1 minute

about 1 hour

4. do laundry



about 1 minute

about 1 hour

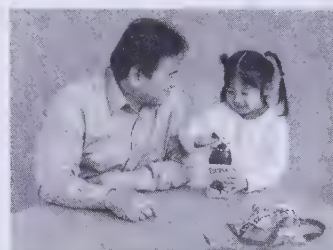
5. tie a shoe



about 1 minute

about 1 hour

6. open a present



about 1 minute

about 1 hour



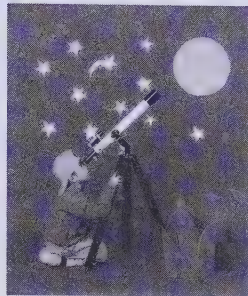
# Order Events

Name \_\_\_\_\_

Many events, or activities, happen in an order.

Write morning, afternoon, or evening to order these events.

1.

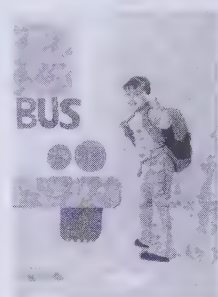


afternoon

evening

morning

2.

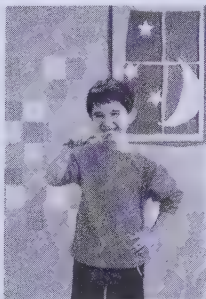


evening

afternoon

morning

3.



evening

morning

afternoon



Ten toys are on the shelf.

The ordinal of the next toy put on the shelf is 11th.



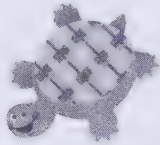
Write the ordinal number for each toy.

1.



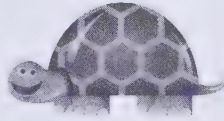
27th

2.



16th

3.



13th

4.



17th

5.



11th

6.



31st

7.



23rd

8.



19th

9.



30th

10.



12th

11.



27th

12.



28th

# Calendar

Name \_\_\_\_\_

November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Use the calendar above to answer each question.

1. The day November 1 falls on is Wednesday.
2. November has 30 days.
3. The date for the first Tuesday is 7.
4. November has 4 Mondays and 5 Thursdays.
5. One week after November 15 falls on a Wednesday.
6. The last day of November falls on a Thursday.
7. The day December 1 falls on is a Friday.

# Problem-Solving Strategy: Logical Reasoning

Name \_\_\_\_\_

**Read**

Tom arrives at school at 8:30.  
Jack arrives last.  
Kate and Rachel arrive after Tom.  
Who gets to school second?

**Plan**

Make a list. Put the facts in the order that they happen.

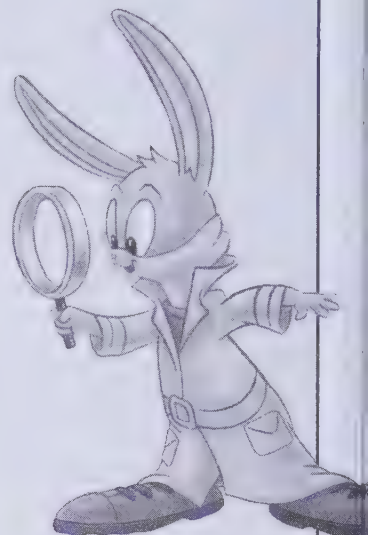
**Write**

When	Who
8:30	Tom
next	Kate and Rachel
last	Jack

Kate and Rachel get to school second.

**Check**

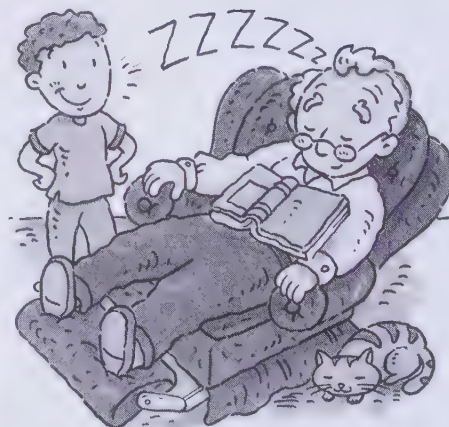
Read the problem again to be sure your facts are in the correct order.



Use logical reasoning to solve the problem.

1. Grandpa goes to sleep at 10:00.  
Amy goes to bed before Grandpa.  
Justin goes to bed after Grandpa.  
Who goes to bed last?

When	Who
before Grandpa	Amy
10:00	Grandpa
after Grandpa	Justin



Justin goes to bed last.



# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

**Read** **Plan** **Write** **Check**

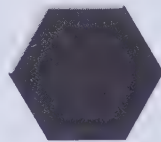


## Strategy File

Logical Reasoning  
Draw a Picture  
Make a Table  
Choose the Operation

Use a strategy you have learned.

1. Cora's shape has 6 corners.  
Paula's shape has 3 sides.  
Abbey's shape has 2 more  
corners than Paula's.  
Circle Abbey's shape.





2. Tamara is thinking of a  
number greater than 40.  
It is an odd number.  
It has more ones than tens.  
What is Tamara's number?

37 49 51 32

Tamara's number is 49.

3. Anna is eighth in line.  
Carl is 3 places behind her.  
The man behind Carl is last in line.  
What is Carl's position in line?

Carl is 11th in line.

4. Andrea has 6   
Erika has 1   
How much money do they have altogether?

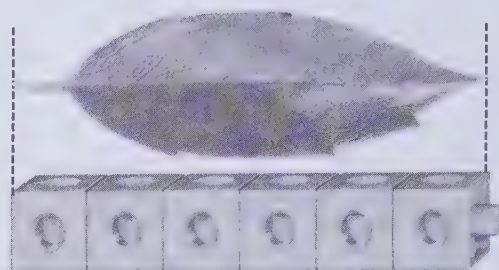
They have 11 altogether.


# Length and Height: Nonstandard Units

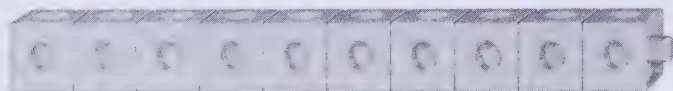
Name \_\_\_\_\_

Length is how long something is.  
Height is how tall something is.

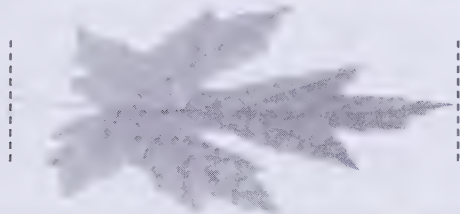
The  is about 6  long.



Use  to measure the length or height of each picture.

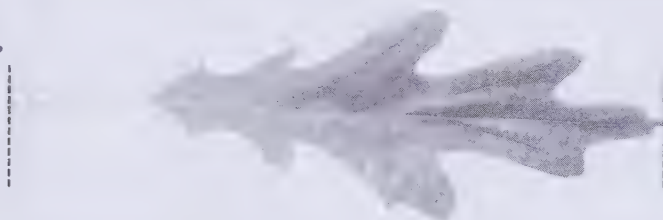


1.



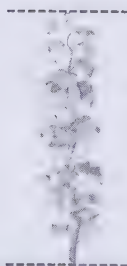
about 7 

2.



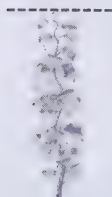
about      

3.



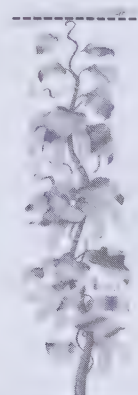
about 4 

4.



about 2 

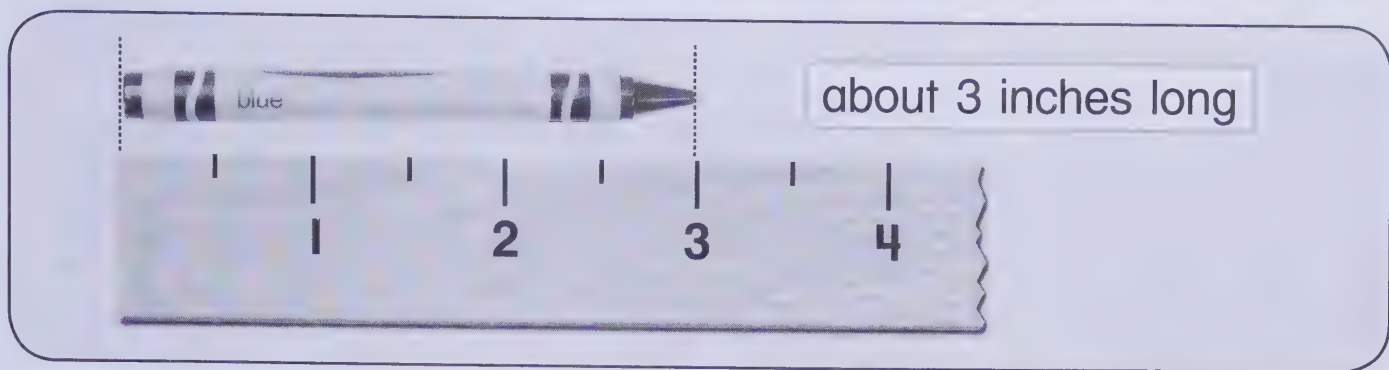
5.



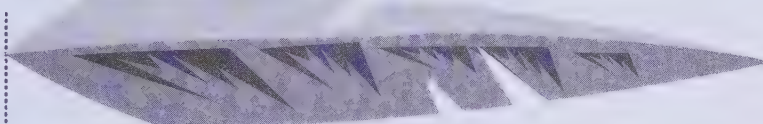
about      

# Inches

Name \_\_\_\_\_



Measure the length or height of each picture in inches.

1.  about 4 inches

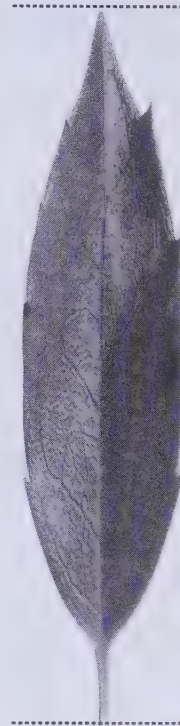
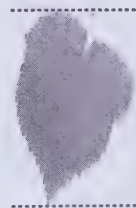
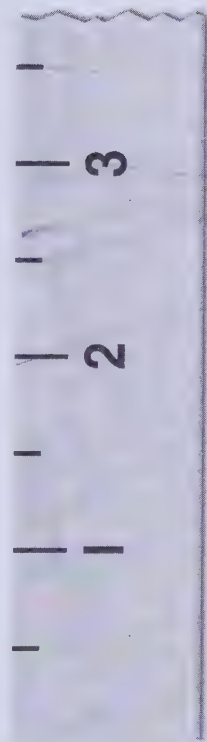
2.  about 3 inches

3.

4.

5.

6.



about  
2 inches

about  
3 inches

about  
1 inch

about  
3 inches

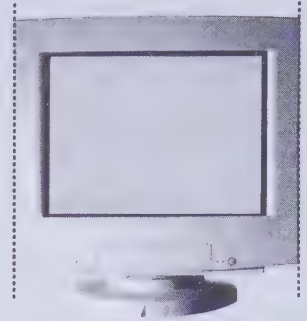




less than 1 foot



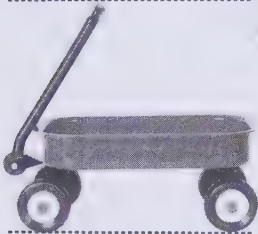
about 1 foot



more than 1 foot

Think about these real objects.  
Estimate the length of each real object.  
Circle the most reasonable estimate.

1.



more than 1 foot

about 1 foot

less than 1 foot

2.

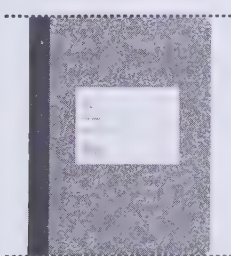


more than 1 foot

about 1 foot

less than 1 foot

3.

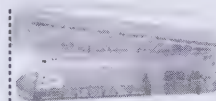


more than 1 foot

about 1 foot

less than 1 foot

4.



more than 1 foot

about 1 foot

less than 1 foot

5.



more than 1 foot

about 1 foot

less than 1 foot

6.




more than 1 foot

about 1 foot

less than 1 foot

# Capacity: Nonstandard Units

Name \_\_\_\_\_

Use a  to estimate about how much each container holds.



about 1 



about 10 



about 60 

Estimate about how many  each real container holds.

1.



2 

10 

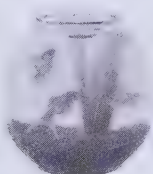
2.




5 

50 

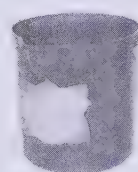
3.




6 

20 

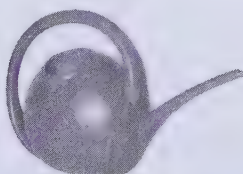
4.



4 

40 

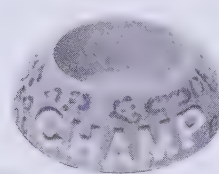
5.



10 

25 

6.



2 

10 

# Cups, Pints, and Quarts

Name \_\_\_\_\_



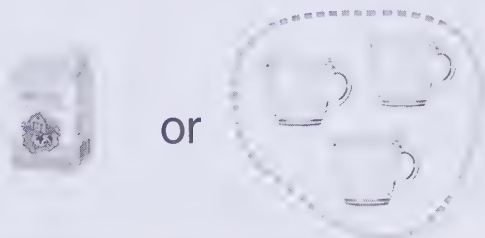
2 cups = 1 pint



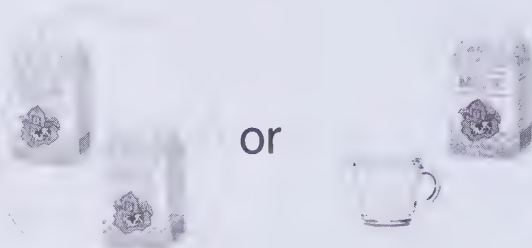
2 pints = 1 quart

Circle which holds more.

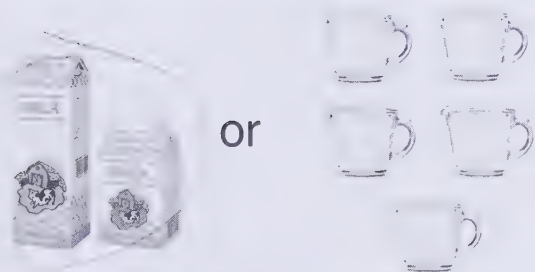
1.



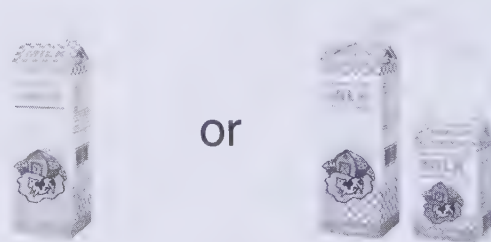
2.



3.



4.



Write how many.

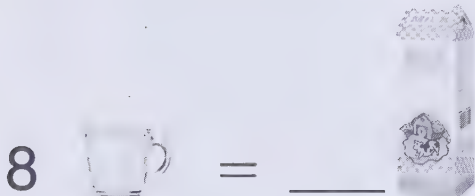
5.



6.



7.





8.

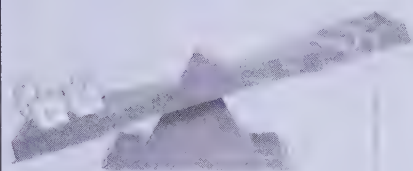




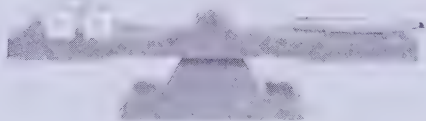
# Weight: Nonstandard Units

Name \_\_\_\_\_

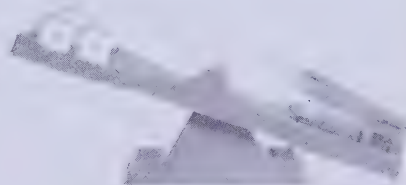
You can use  and  to weigh objects.



lighter



about 3 

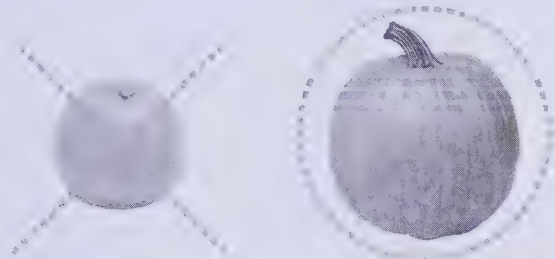


heavier

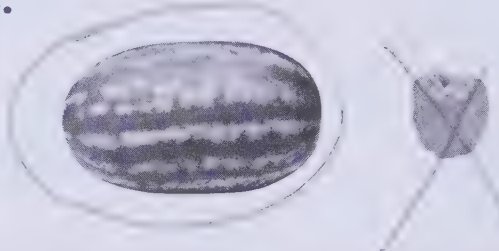
Compare the weight of these objects.

Circle the object that is heavier. X the object that is lighter.

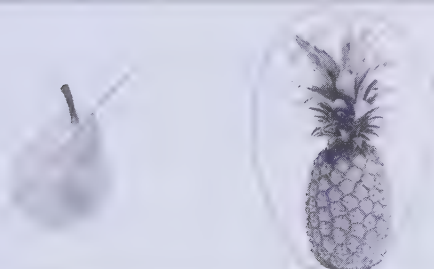
1.



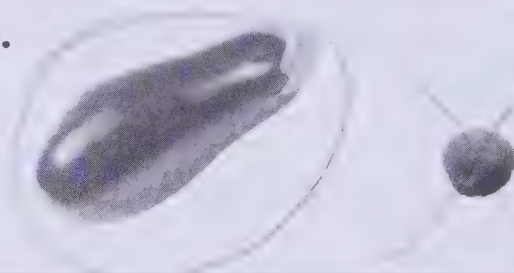
2.



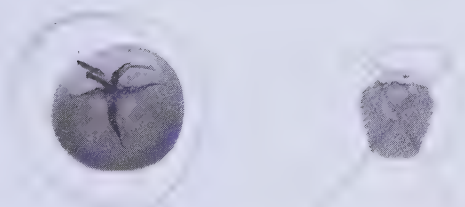
3.



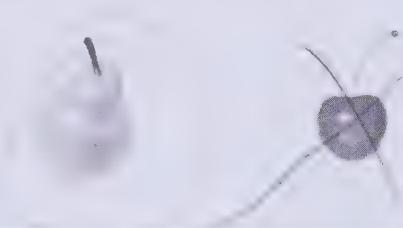
4.



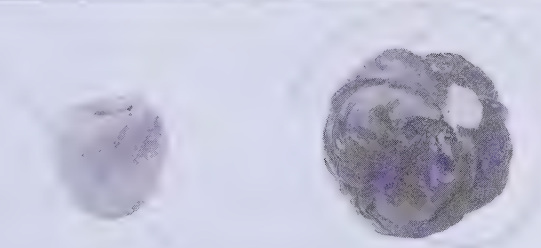
5.



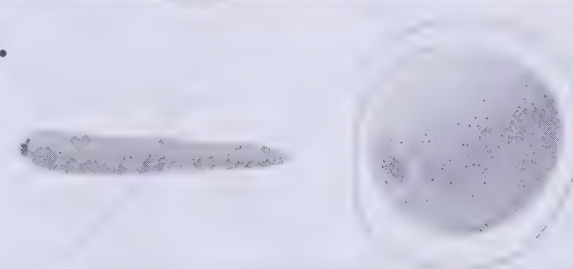
6.



7.




8.



# Pounds

Name \_\_\_\_\_

You can measure the weight of an object in pounds.

 weighs 1 pound.



less than 1 pound



about 1 pound



more than 1 pound

Think about these real objects.

Circle about how much each object weighs.

1.



☒ less than 1 pound

☐ about 1 pound

☐ more than 1 pound

2.



☐ less than 1 pound

☒ about 1 pound

☐ more than 1 pound

3.

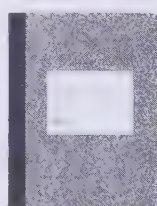


☐ less than 1 pound

☒ about 1 pound

☐ more than 1 pound

4.



☐ less than 1 pound

☐ about 1 pound

☐ more than 1 pound

5.



☐ less than 1 pound

☒ about 1 pound

☐ more than 1 pound

6.



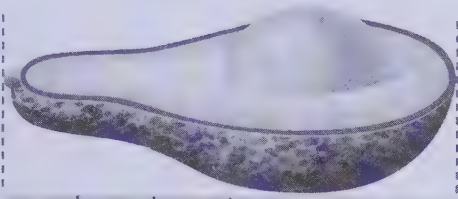
☐ less than 1 pound

☐ about 1 pound

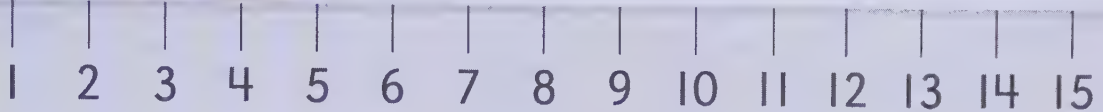
☐ more than 1 pound

# Centimeters

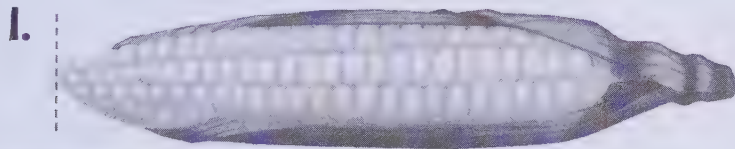
Name \_\_\_\_\_



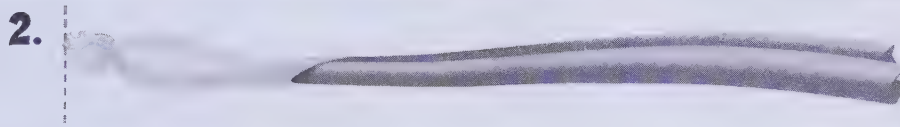
about 6 centimeters long



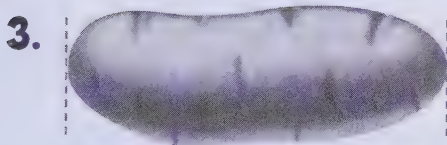
Use a centimeter ruler to measure the length of each picture.



about  
9 centimeters

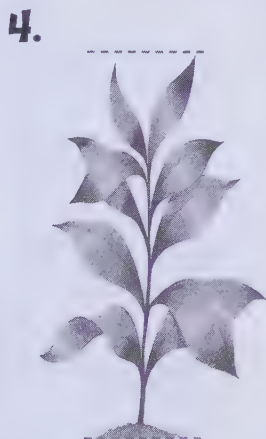
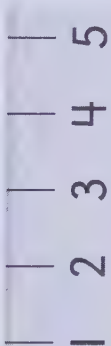


about  
10 centimeters



about  
4 centimeters

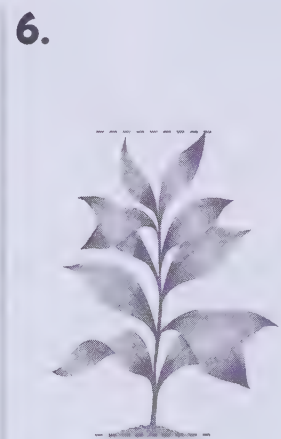
Measure the height in centimeters.



about  
4 centimeters



about  
3 centimeters



about  
5 centimeters



Use liters to measure about how much a container holds.



less than 1 liter



about 1 liter



more than 1 liter

Circle about how much each real container holds.

1.

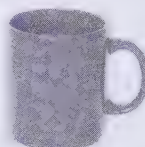


less than 1 liter

about 1 liter

more than 1 liter

2.



less than 1 liter

about 1 liter

more than 1 liter

3.



less than 1 liter

about 1 liter

more than 1 liter

4.



less than 1 liter

about 1 liter

more than 1 liter

5.

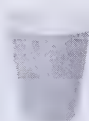


less than 1 liter

about 1 liter

more than 1 liter

6.



less than 1 liter


about 1 liter

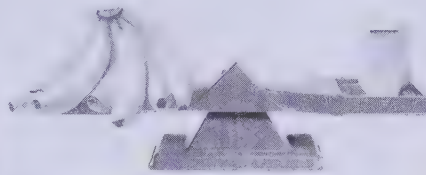
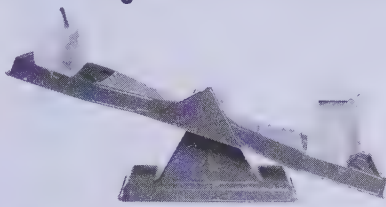
more than 1 liter

# Kilograms

Name \_\_\_\_\_

You can measure how heavy an object is in kilograms.

 is 1 kilogram.



less than 1 kilogram

about 1 kilogram

more than 1 kilogram

Circle about how heavy.

1.

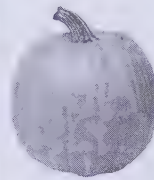


less than 1 kilogram

about 1 kilogram

more than 1 kilogram

2.



less than 1 kilogram

about 1 kilogram

more than 1 kilogram

3.



less than 1 kilogram

about 1 kilogram

more than 1 kilogram

4.



less than 1 kilogram

about 1 kilogram

more than 1 kilogram

5.

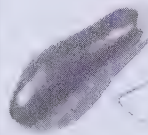


less than 1 kilogram

about 1 kilogram

more than 1 kilogram

6.



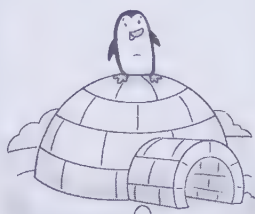
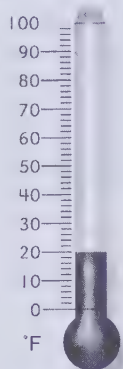
less than 1 kilogram

about 1 kilogram

more than 1 kilogram

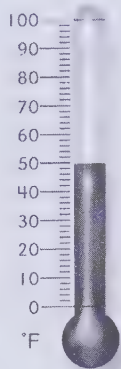
# Temperature; Seasons

Name \_\_\_\_\_



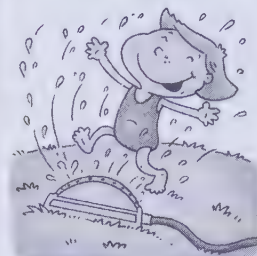
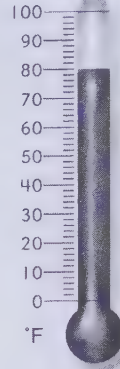
cold

20°F



cool

50°F

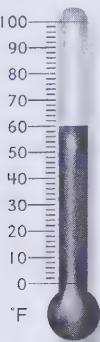


hot

80°F

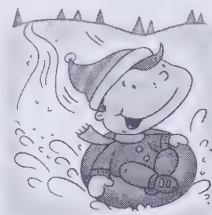
Read each thermometer. Write the temperature.

1.



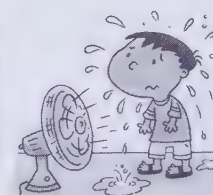
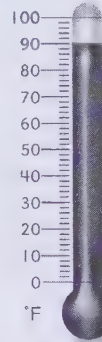
60 °F

2.



30 °F

3.



90 °F

4. Draw lines to match the season with the picture.



winter

spring

summer

fall



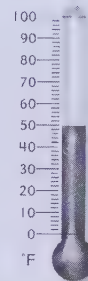


# Choose a Measuring Tool

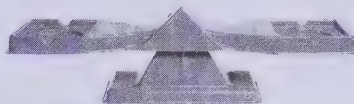
Name \_\_\_\_\_



Measures how long or how tall



Measures  
how much  
an object  
holds

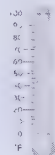
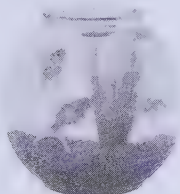


Measures how heavy

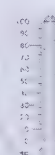
Measures how  
hot or how cold

Circle the tool you would use to measure.

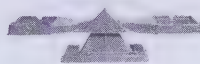
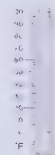
1. How much does it hold?



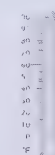
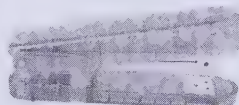
2. How hot is it?



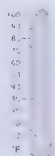
3. How much does it weigh?



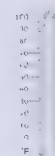
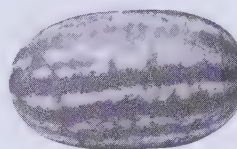
4. How long is it?



5. How much does it hold?



6. How much does it weigh?



# Problem-Solving Strategy: Make a Model

Name \_\_\_\_\_

**Read**

How many square tiles will cover this shape?



1 square tile



**Plan**

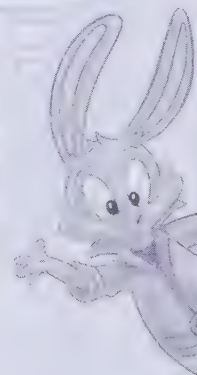
Make a model. Trace a real tile to help.

Make a model.

**Write**



It takes 5 square tiles to cover this shape.

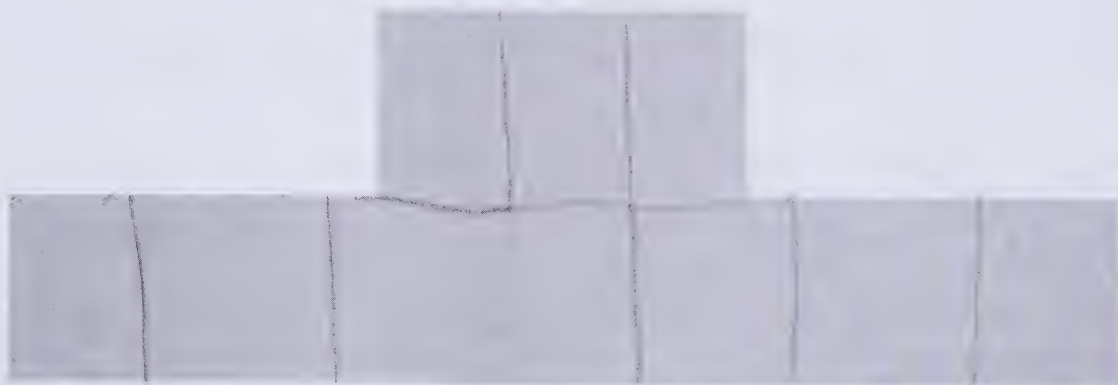



**Check**

Cover the shape with real tiles to check.

Use  to solve the question.

1. How many square tiles will cover the shape?



\_\_\_\_\_  will cover this shape.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_


**Read** **Plan** **Write** **Check**



## Strategy File

Find/Use a Pattern  
Logical Reasoning  
Draw a Picture  
Make a Table

Use a strategy you have learned.

1. Simon saves a  every day for 10 days. How much does he save in all?

Simon saves 5 in all.

2. Tad writes five 2-digit numbers.

They are between 44 and 66.

They all have either 5 or 0 in the ones place.

What numbers does Tad write?

45, 50, 55, 60, 65

3. Find a pattern.

Write the same pattern using letters and numbers.



T	C	R	T	C	R	T	C	R
3	0	4	3	0	4	3	0	4

4. José has 7 dinner plates.

He breaks 3 plates at dinner.

How many plates does José have left?

José has 4 plates left.



# Add Tens and Dimes

Name \_\_\_\_\_

$$\begin{array}{r} 1 \text{ ten} \\ + 3 \text{ tens} \\ \hline 4 \text{ tens} \end{array} \quad \begin{array}{r} 10 \\ + 30 \\ \hline 40 \end{array}$$

4 tens = 40

$$\begin{array}{r} 1 \text{ dime} \\ + 3 \text{ dimes} \\ \hline 4 \text{ dimes} \end{array} \quad \begin{array}{r} 10\text{¢} \\ + 30\text{¢} \\ \hline 40\text{¢} \end{array}$$

4 dimes = 40¢

Add. Use  or  to help.

1.

$$\begin{array}{r} 6 \text{ dimes} \\ + 2 \text{ dimes} \\ \hline 8 \text{ dimes} \end{array} \quad \begin{array}{r} 60\text{¢} \\ + 20\text{¢} \\ \hline 80\text{¢} \end{array}$$

2.

$$\begin{array}{r} 4 \text{ tens} \\ + 3 \text{ tens} \\ \hline 7 \text{ tens} \end{array} \quad \begin{array}{r} 40\text{¢} \\ + 30\text{¢} \\ \hline 70\text{¢} \end{array}$$

3.

$$\begin{array}{r} 5 \text{ tens} \\ + 2 \text{ tens} \\ \hline 7 \text{ tens} \end{array} \quad \begin{array}{r} 50 \\ + 20 \\ \hline 70 \end{array}$$

4.

$$\begin{array}{r} 1 \text{ dime} \\ + 4 \text{ dimes} \\ \hline 5 \text{ dimes} \end{array} \quad \begin{array}{r} 10\text{¢} \\ + 40\text{¢} \\ \hline 50\text{¢} \end{array}$$

5.

$$\begin{array}{r} 40 \\ + 50 \\ \hline 90 \end{array}$$

6.

$$\begin{array}{r} 20 \\ + 60 \\ \hline 80 \end{array}$$

7.

$$\begin{array}{r} 80\text{¢} \\ + 10\text{¢} \\ \hline 90\text{¢} \end{array}$$

8.

$$\begin{array}{r} 10 \\ + 50 \\ \hline 60 \end{array}$$

9.

$$\begin{array}{r} 20\text{¢} \\ + 40\text{¢} \\ \hline 60\text{¢} \end{array}$$

10.

$$\begin{array}{r} 70 \\ + 20 \\ \hline 90 \end{array}$$

11.

$$\begin{array}{r} 30\text{¢} \\ + 10\text{¢} \\ \hline 40\text{¢} \end{array}$$

12.

$$\begin{array}{r} 60 \\ + 30 \\ \hline 90 \end{array}$$

13.

$$30 + 40 = 70$$

14.

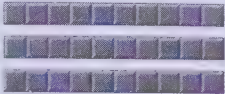

$$10 + 70 = 80$$

# Add Ones and Tens Using Models

Name \_\_\_\_\_

$$38 + 21 = ?$$

Model the addends.

tens	ones
	

Add the ones.

tens	ones
3	8
+	2
	9

Then add the tens.

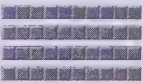

tens	ones
3	8
+	2
5	9

$$38 + 21 = 59$$

Add. Use  and .



1.

tens	ones
4	2
+	2
6	4

tens	ones
	



2.

tens	ones
1	2
+	3
4	5

tens	ones
	



3.

tens	ones
2	2
+	2
4	4

tens	ones
	


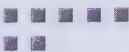
4.

tens	ones
4	1
+	1
5	6

tens	ones
	



5.

tens	ones
3	7
+	1
4	9

tens	ones
	

6.

tens	ones
1	4
+	4
5	8

tens	ones
	

# Add Ones and Tens Without Models

Name \_\_\_\_\_

Add the ones, then add the tens.

Change the order of the addends to check the sum.



$$\begin{array}{r} 13 \\ + 25 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 13 \\ + 25 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 25 \\ + 13 \\ \hline 38 \end{array}$$



Find the sum. Change the order to check.

1. 
$$\begin{array}{r} 21 \\ + 56 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 73 \\ + 24 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 50 \\ + 39 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 22 \\ + 43 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 45 \\ + 12 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 34 \\ + 62 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 23 \\ + 13 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 47 \\ + 31 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 65 \\ + 24 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 81 \\ + 15 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 43 \\ + 42 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 66 \\ + 30 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 57 \\ + 40 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 64 \\ + 15 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 28 \\ + 70 \\ \hline \end{array}$$

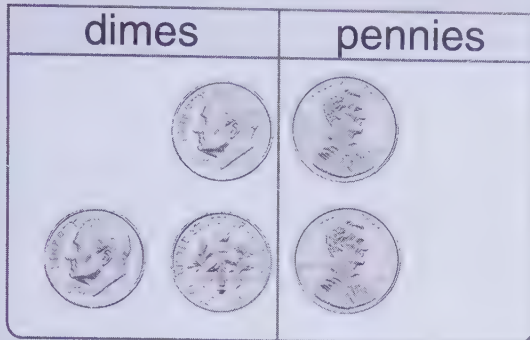


# Add Money

Name \_\_\_\_\_

$$11¢ + 21¢ = ?$$

Model each amount.



Add the pennies.

Add the dimes.

$$\begin{array}{r|c|c}
 & \text{dimes} & \text{pennies} \\
 \hline
 & 1 & 1 \\
 + & 2 & 1 \\
 \hline
 & & 2
 \end{array}$$

$$\begin{array}{r|c|c}
 & \text{dimes} & \text{pennies} \\
 \hline
 & 1 & 1 \\
 + & 2 & 1 \\
 \hline
 3 & & 2
 \end{array}$$

$$11¢ + 21¢ = 32¢$$

Use  and  to add.

1.

	dimes	pennies	
	2	1	21¢
+	4	7	+47¢
	6	8	68¢

2.

	dimes	pennies	
	3	4	34¢
+	2	5	+25¢
	5	9	59¢

3. 
$$\begin{array}{r} 56¢ \\ +32¢ \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 76¢ \\ +13¢ \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 43¢ \\ +34¢ \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 42¢ \\ +43¢ \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 39¢ \\ +30¢ \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 15¢ \\ +44¢ \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 24¢ \\ +52¢ \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 82¢ \\ +17¢ \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 33¢ \\ +50¢ \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 62¢ \\ +12¢ \\ \hline \end{array}$$

$$52 + 2 = ?$$

Start at 52.

Count on 2 ones.

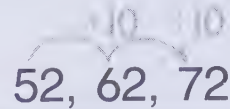


$$52 + 2 = 54$$

$$52 + 20 = ?$$

Start at 52.

Count on 2 tens.



$$52 + 20 = 72$$

Add. Count on by ones or by tens.

1.  $38$

$$\begin{array}{r} 38 \\ + 1 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 38 \\ + 10 \\ \hline 48 \end{array}$$

2.  $11$

$$\begin{array}{r} 11 \\ + 2 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 11 \\ + 20 \\ \hline 31 \end{array}$$

3.  $24$

$$\begin{array}{r} 24 \\ + 1 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 24 \\ + 10 \\ \hline 34 \end{array}$$

4.  $62$

$$\begin{array}{r} 62 \\ + 3 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 62 \\ + 30 \\ \hline 92 \end{array}$$

5.  $45$

$$\begin{array}{r} 45 \\ + 4 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 45 \\ + 40 \\ \hline 85 \end{array}$$

6.  $57$

$$\begin{array}{r} 57 \\ + 2 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 57 \\ + 20 \\ \hline 77 \end{array}$$

7.  $63 + 20 = 83$

$$63 + 2 = 65$$

8.  $31 + 3 = 34$

$$31 + 30 = 61$$

9.  $37 + 2 = 39$

$$37 + 20 = 57$$

10.  $16 + 3 = 19$

$$16 + 30 = 46$$

11.  $24\text{¢} + 30\text{¢} = 54\text{¢}$

$$24\text{¢} + 3\text{¢} = 27\text{¢}$$

12.  $51\text{¢} + 1\text{¢} = 52\text{¢}$

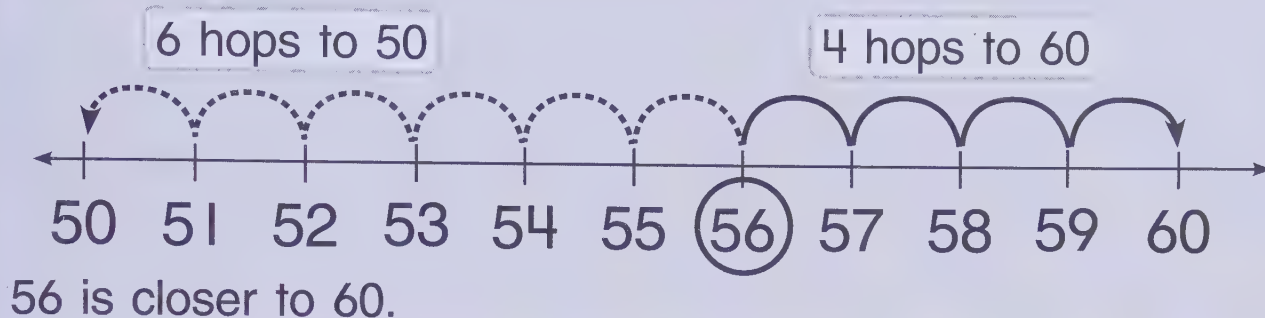
$$51\text{¢} + 10\text{¢} = 61\text{¢}$$

# Nearest Ten

Name \_\_\_\_\_

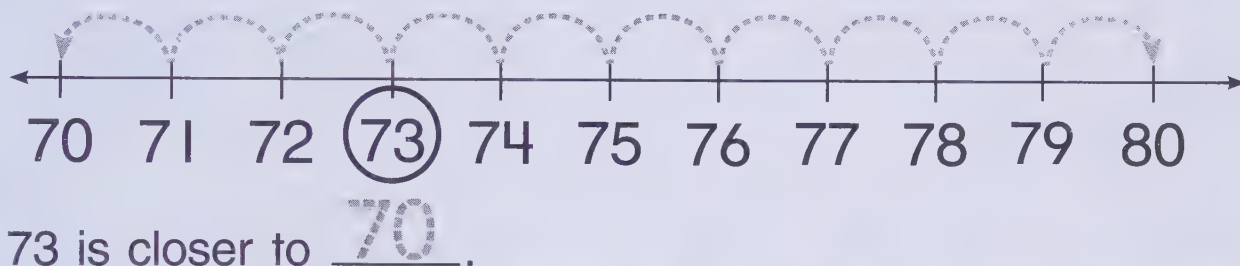
Is 56 closer to 50 or 60?

To find the closer number, find the nearest ten.

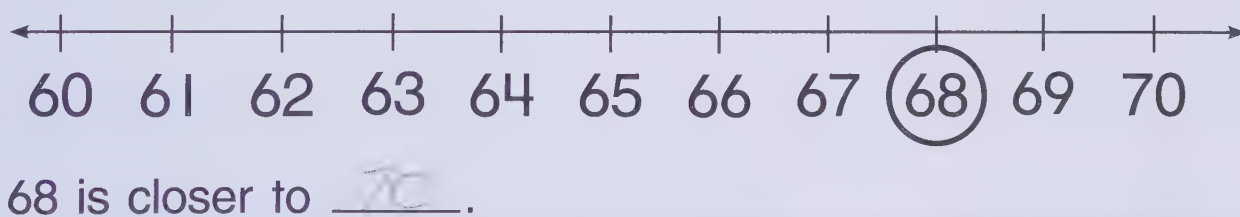


Draw hops to find the nearest ten.

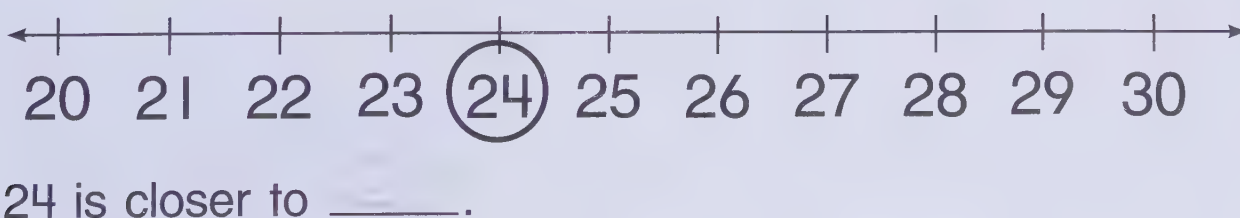
1. Is 73 closer to 70 or 80?



2. Is 68 closer to 60 or 70?



3. Is 24 closer to 20 or 30?



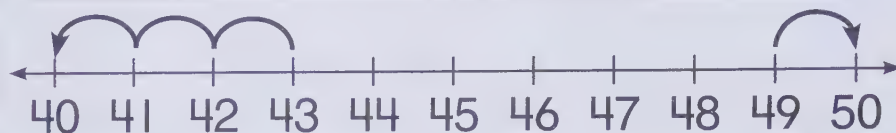


# Estimate Sums

Name \_\_\_\_\_

Estimate the sum of  $43 + 49$ .

Find the nearest ten for each addend.



43 is closer to 40

49 is closer to 50

$43 + 49$  is about 90.

Then add  
the nearest tens.

$$\begin{array}{r} 43 \rightarrow 40 \\ + 49 \rightarrow + 50 \\ \hline \text{about } 90 \end{array}$$

estimate

Estimate the sum.

$$\begin{array}{r} 1. \quad 22 \rightarrow 20 \\ + 41 \rightarrow + 40 \\ \hline \text{about } 60 \end{array}$$

$$\begin{array}{r} 2. \quad 39 \rightarrow 40 \\ + 32 \rightarrow + 30 \\ \hline \text{about } 70 \end{array}$$

$$\begin{array}{r} 3. \quad 76 \rightarrow 80 \\ + 12 \rightarrow + 10 \\ \hline \text{about } 90 \end{array}$$

$$\begin{array}{r} 4. \quad 57 \rightarrow 60 \\ + 17 \rightarrow + 20 \\ \hline \text{about } 80 \end{array}$$

$$\begin{array}{r} 5. \quad 28 \rightarrow 30 \\ + 62 \rightarrow + 60 \\ \hline \text{about } 90 \end{array}$$

$$\begin{array}{r} 6. \quad 54 \rightarrow 50 \\ + 23 \rightarrow + 20 \\ \hline \text{about } 70 \end{array}$$

$$\begin{array}{r} 7. \quad 11 \rightarrow 10 \\ + 81 \rightarrow + 80 \\ \hline \text{about } 90 \end{array}$$

$$\begin{array}{r} 8. \quad 16 \rightarrow 20 \\ + 71 \rightarrow + 70 \\ \hline \text{about } 90 \end{array}$$

$$\begin{array}{r} 9. \quad 14 \rightarrow 10 \\ + 58 \rightarrow + 60 \\ \hline \text{about } 70 \end{array}$$

$$\begin{array}{r} 10. \quad 42 \rightarrow 40 \\ + 53 \rightarrow + 50 \\ \hline \text{about } 90 \end{array}$$

$$\begin{array}{r} 11. \quad 19 \rightarrow 20 \\ + 36 \rightarrow + 40 \\ \hline \text{about } 60 \end{array}$$

$$\begin{array}{r} 12. \quad 46 \rightarrow 50 \\ + 37 \rightarrow + 40 \\ \hline \text{about } 90 \end{array}$$

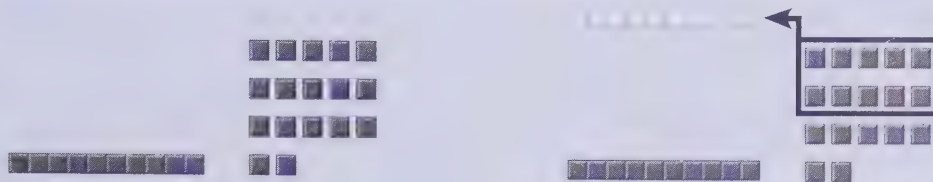
# Regroup Ones as Tens Using Models

Name \_\_\_\_\_

Regroup 1 ten 17 ones.

Model 1 ten 17 ones.

Regroup 10 ones as 1 ten.



$$1 \text{ ten } 17 \text{ ones} = 2 \text{ tens } 7 \text{ ones}$$

Use  and .

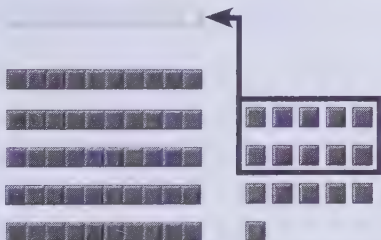
Regroup 10 ones as 1 ten.

1.



$$3 \text{ tens } 14 \text{ ones} = \underline{4} \text{ tens } \underline{4} \text{ ones}$$

2.



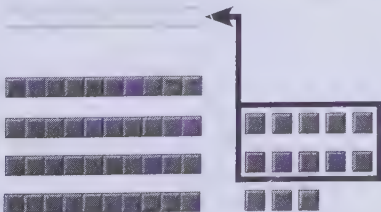
$$5 \text{ tens } 16 \text{ ones} = \underline{6} \text{ tens } \underline{6} \text{ ones}$$

3.



$$6 \text{ tens } 19 \text{ ones} = \underline{7} \text{ tens } \underline{9} \text{ ones}$$

4.

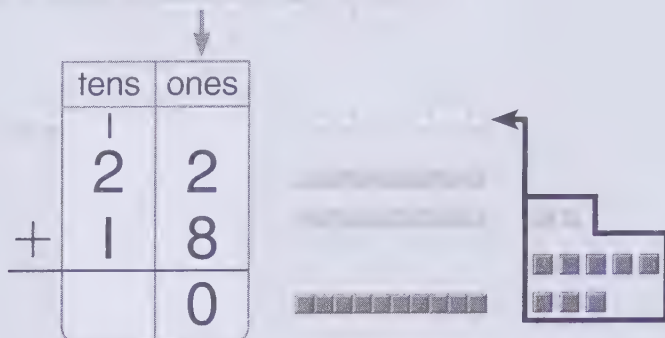


$$4 \text{ tens } 13 \text{ ones} = \underline{5} \text{ tens } \underline{3} \text{ ones}$$

# Regroup Ones as Tens Using a Chart

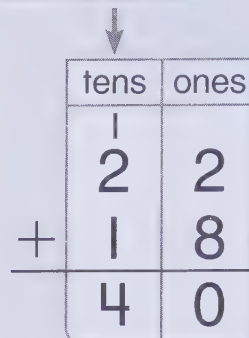
Name \_\_\_\_\_

Add the ones. Regroup.

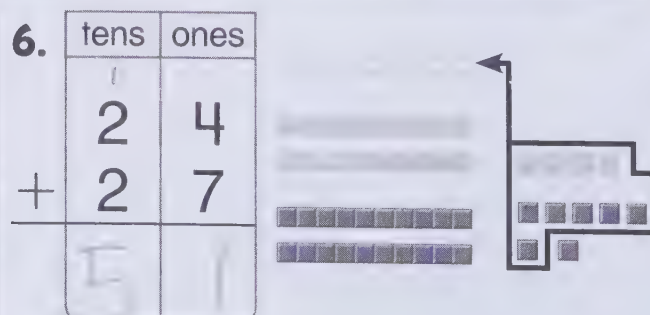
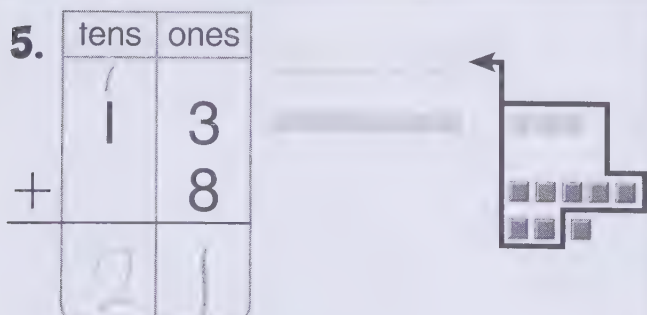
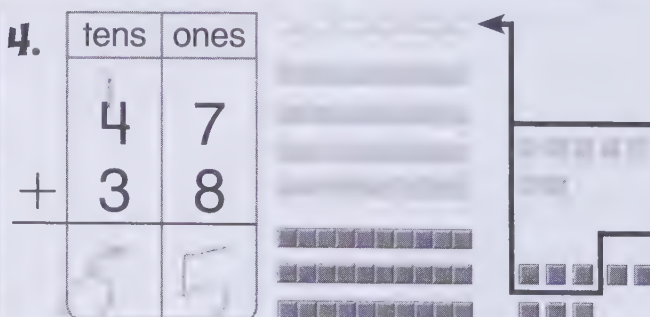
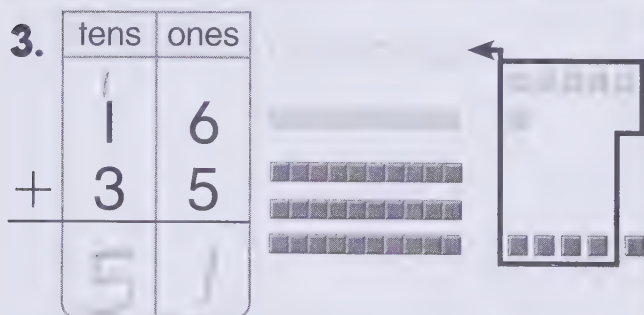
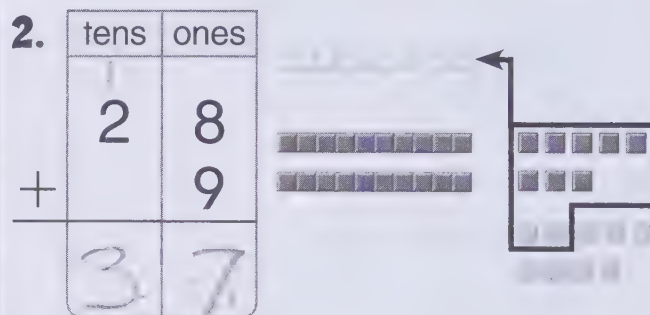
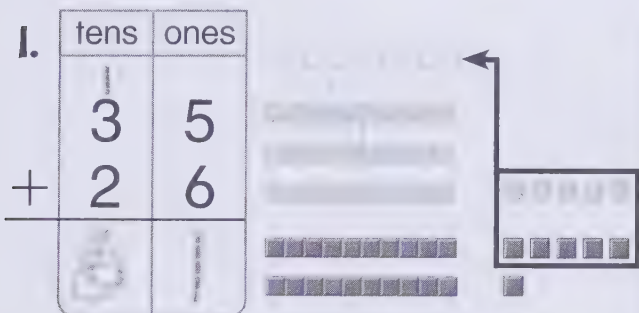


10 ones = 1 ten 0 ones

Add the tens.



Find the sum.





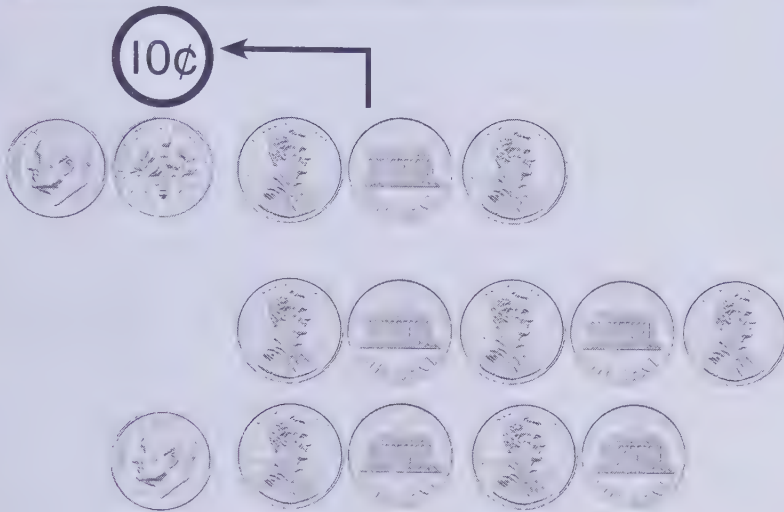
# Regroup Money

Name \_\_\_\_\_

$$23¢ + 19¢ = ?$$

Model the amounts.

Regroup. 10 pennies = 1 dime



Add the pennies.

Regroup 10 pennies as 1 dime.

Add the dimes.

	dimes	pennies	
	2	3	23¢
+	1	9	+ 19¢
	4	2	42¢

Use and to find the sum.

1.

	dimes	pennies
	6	3
+	1	7
	8	0

2.

	dimes	pennies
	3	6
+	3	4
	7	0

3.

	dimes	pennies
	6	4
+	2	6
	9	0

4.

$$\begin{array}{r} 26¢ \\ + 17¢ \\ \hline \end{array}$$

5.

$$\begin{array}{r} 39¢ \\ + 8¢ \\ \hline \end{array}$$

6.

$$\begin{array}{r} 51¢ \\ + 19¢ \\ \hline \end{array}$$

7.

$$\begin{array}{r} 68¢ \\ + 18¢ \\ \hline \end{array}$$

8.

$$\begin{array}{r} 55¢ \\ + 6¢ \\ \hline \end{array}$$

9.

$$\begin{array}{r} 22¢ \\ + 68¢ \\ \hline \end{array}$$

10.

$$\begin{array}{r} 37¢ \\ + 54¢ \\ \hline \end{array}$$

11.

$$\begin{array}{r} 14¢ \\ + 79¢ \\ \hline \end{array}$$

# Problem-Solving Strategy: Guess and Test

Name \_\_\_\_\_

**Read**

Khan needs 85¢ to buy a mango. 45¢ 65¢ 55¢  
He finds some change in his pocket.  
Now he needs 30¢ to buy a mango.  
How much change does Khan find in his pocket?

**Plan**

Guess how much change Khan finds.

**Write**

Test each guess.

$$\begin{array}{r} 45¢ \\ + 30¢ \\ \hline 75¢ \end{array}$$

$$\begin{array}{r} 65¢ \\ + 30¢ \\ \hline 95¢ \end{array}$$

$$\begin{array}{r} 55¢ \\ + 30¢ \\ \hline 85¢ \end{array}$$

75¢ < 85¢  
not enough

95¢ > 85¢  
too much

85¢ = 85¢  
✓

Khan finds 55¢.

**Check**

Use real coins to check.



Guess and test to find the answer.

1. Sarah has 5 ●.

Joanna has some, too.

Together they have 26 ●.

How many ● does

Joanna have?

$\begin{array}{r} 1 \\ + 5 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ + 5 \\ \hline 16 \end{array}$	$\begin{array}{r} 21 \\ + 5 \\ \hline 26 \end{array}$
-----------------------------------------------------	-------------------------------------------------------	-------------------------------------------------------

Joanna has 21 ●.

2. Diaz has 2 ●.

One ● costs 68¢.

How much more money does Diaz need to buy one ●?

48¢

18¢

58¢

Diaz needs 58¢.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

**Read** **Plan** **Write** **Check**

Use a strategy you have learned.

1. Sybil plants 10 flowers in a minute.  
How many flowers does she  
plant in 7 minutes?








## Strategy File


Make a Table  
Choose the Operation  
Logical Reasoning

Sybil plants 70 flowers in 7 minutes.

2. Hana has 3 dimes.  
Her mom gives Hana  
1 penny and 2 nickels.  
How much money does Hana have then?

Hana has 41.

3. At the pool, 12 children use .  
6 children use .  
8 children use .  
How many more children use  than .

4 more children use  than .

4. The sum of two numbers is 16.  
The difference between the  
two numbers is 2.  
What are the two numbers?

$$\begin{array}{rcl} 10 + 6 & = & 16 \\ 1 + 7 & = & 16 \end{array} \quad \begin{array}{rcl} 10 - 6 & = & 4 \\ 9 - 7 & = & 2 \end{array}$$

The numbers are 9 and 7.

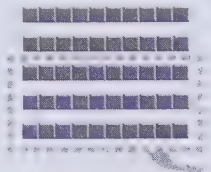


# Subtract Tens and Dimes

Name \_\_\_\_\_

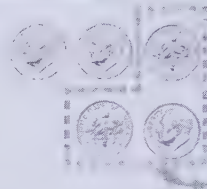
To subtract  $50 - 30$ , think 5 tens - 3 tens.



$$\begin{array}{r} 5 \text{ tens} \quad 50 \\ - 3 \text{ tens} \quad - 30 \\ \hline 2 \text{ tens} \quad 20 \\ 2 \text{ tens} = 20 \end{array}$$



To subtract  $50\text{¢} - 30\text{¢}$ , think 5 dimes - 3 dimes.

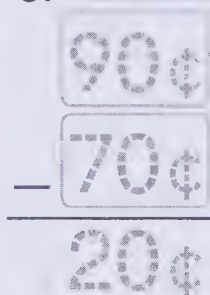
$$\begin{array}{r} 5 \text{ dimes} \quad 50\text{¢} \\ - 3 \text{ dimes} \quad - 30\text{¢} \\ \hline 2 \text{ dimes} \quad 20\text{¢} \\ 2 \text{ dimes} = 20\text{¢} \end{array}$$



Subtract. Use  or  to help.

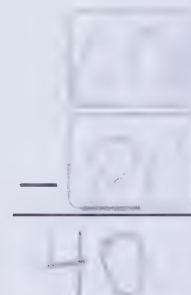
1.

$$\begin{array}{r} 9 \text{ dimes} \\ - 7 \text{ dimes} \\ \hline 2 \text{ dimes} \end{array}$$



2.

$$\begin{array}{r} 6 \text{ tens} \\ - 2 \text{ tens} \\ \hline 4 \text{ tens} \end{array}$$



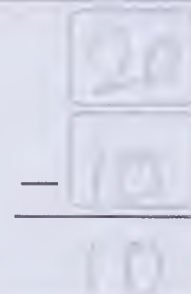
3.

$$\begin{array}{r} 4 \text{ tens} \\ - 3 \text{ tens} \\ \hline 1 \text{ ten} \end{array}$$



4.

$$\begin{array}{r} 2 \text{ dimes} \\ - 1 \text{ dime} \\ \hline 1 \text{ dime} \end{array}$$



5.

$$\begin{array}{r} 70 \\ - 40 \\ \hline 30 \end{array}$$

6.

$$\begin{array}{r} 80\text{¢} \\ - 50\text{¢} \\ \hline 30\text{¢} \end{array}$$

7.

$$\begin{array}{r} 90 \\ - 80 \\ \hline 10 \end{array}$$

8.

$$\begin{array}{r} 50\text{¢} \\ - 40\text{¢} \\ \hline 10\text{¢} \end{array}$$

9.

$$\begin{array}{r} 30 \\ - 20 \\ \hline 10 \end{array}$$

10.

$$\begin{array}{r} 80\text{¢} \\ - 60\text{¢} \\ \hline 20\text{¢} \end{array}$$

11.

$$\begin{array}{r} 70 \\ - 50 \\ \hline 20 \end{array}$$

12.

$$\begin{array}{r} 90\text{¢} \\ - 50\text{¢} \\ \hline 40\text{¢} \end{array}$$

13.

$$60 - 40 = 20$$

14.

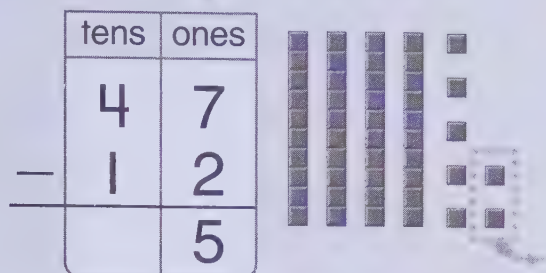
$$70\text{¢} - 30\text{¢} = 40\text{¢}$$

# Subtract Ones and Tens Using Models

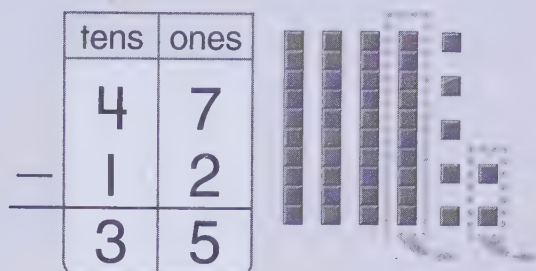
Name \_\_\_\_\_



$$47 - 12 = ?$$

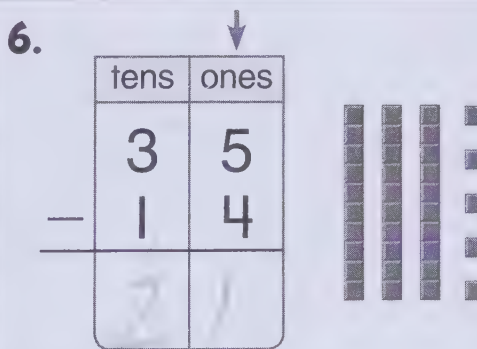
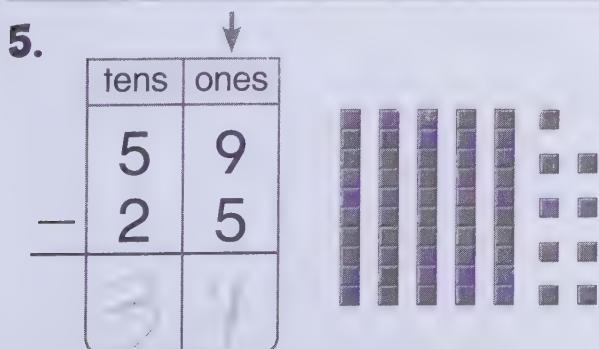
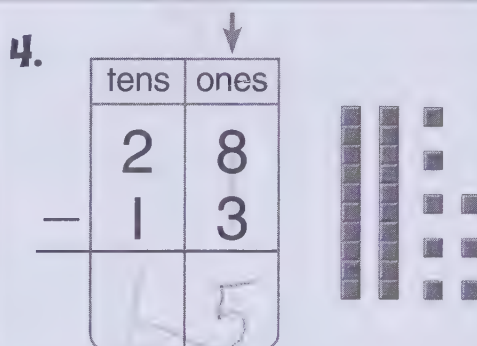
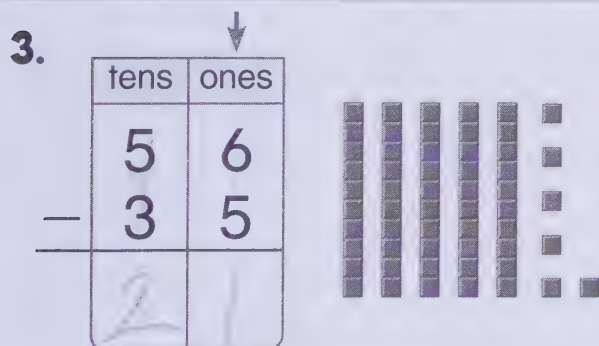
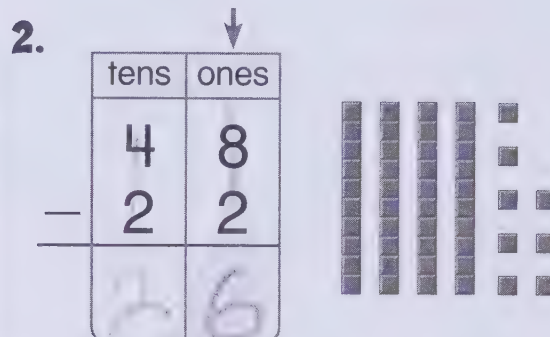
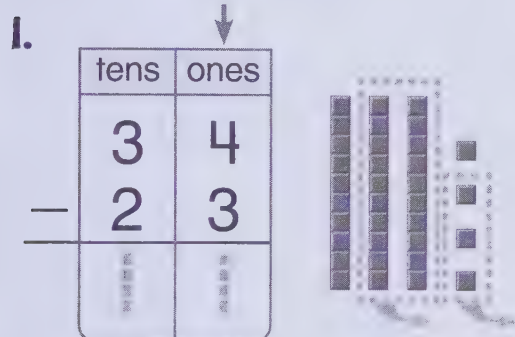
Subtract the ones.



Subtract the tens.



Circle the  and  you subtract.  
Write the difference.



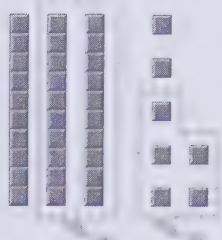
# Subtract Ones and Tens Without Models

Name \_\_\_\_\_

$$37 - 25 = ?$$

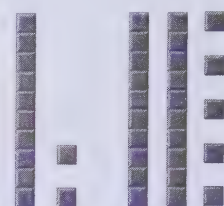
Subtract the ones, then subtract the tens.

To check subtraction, add the part taken away to the difference.



$$\begin{array}{r} 37 \\ - 25 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 12 \\ + 25 \\ \hline 37 \end{array}$$



Subtract. Check by adding.

1. 
$$\begin{array}{r} 54 \\ - 13 \\ \hline 41 \end{array} \quad + \begin{array}{r} 13 \\ \hline 54 \end{array}$$

2. 
$$\begin{array}{r} 79 \\ - 23 \\ \hline 56 \end{array} \quad + \begin{array}{r} 23 \\ \hline 79 \end{array}$$

3. 
$$\begin{array}{r} 97 \\ - 67 \\ \hline 30 \end{array} \quad + \begin{array}{r} 67 \\ \hline 97 \end{array}$$

4. 
$$\begin{array}{r} 67 \\ - 13 \\ \hline 54 \end{array} \quad + \begin{array}{r} 13 \\ \hline 67 \end{array}$$

5. 
$$\begin{array}{r} 86 \\ - 52 \\ \hline 34 \end{array} \quad + \begin{array}{r} 52 \\ \hline 86 \end{array}$$

6. 
$$\begin{array}{r} 77 \\ - 64 \\ \hline 13 \end{array} \quad + \begin{array}{r} 64 \\ \hline 77 \end{array}$$

7. 
$$\begin{array}{r} 57 \\ - 30 \\ \hline 27 \end{array} \quad + \begin{array}{r} 30 \\ \hline 57 \end{array}$$

8. 
$$\begin{array}{r} 32 \\ - 11 \\ \hline 21 \end{array} \quad + \begin{array}{r} 11 \\ \hline 32 \end{array}$$

9. 
$$\begin{array}{r} 45 \\ - 24 \\ \hline 21 \end{array} \quad + \begin{array}{r} 24 \\ \hline 45 \end{array}$$

10. 
$$\begin{array}{r} 94 \\ - 51 \\ \hline 43 \end{array} \quad + \begin{array}{r} 51 \\ \hline 94 \end{array}$$

11. 
$$\begin{array}{r} 88 \\ - 46 \\ \hline 42 \end{array} \quad + \begin{array}{r} 46 \\ \hline 88 \end{array}$$

12. 
$$\begin{array}{r} 55 \\ - 20 \\ \hline 35 \end{array} \quad + \begin{array}{r} 20 \\ \hline 55 \end{array}$$

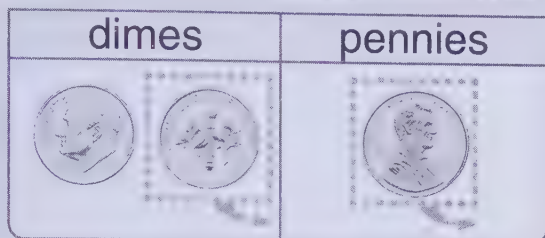


# Subtract Money

Name \_\_\_\_\_

$$21\text{¢} - 11\text{¢} = ?$$

Model the subtraction.



Subtract pennies.

Subtract dimes.

$$\begin{array}{r} \downarrow \\ \begin{array}{|c|c|} \hline \text{dimes} & \text{pennies} \\ \hline 2 & 1 \\ \hline - 1 & 1 \\ \hline & 0 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \downarrow \\ \begin{array}{|c|c|} \hline \text{dimes} & \text{pennies} \\ \hline 2 & 1 \\ \hline - 1 & 1 \\ \hline 1 & 0 \\ \hline \end{array} \end{array}$$

$$21\text{¢} - 11\text{¢} = 10\text{¢}$$

Use  and  to subtract.

1.

	dimes	pennies	
	4	5	45¢
-	2	1	-21¢
	2	4	24¢

2.

	dimes	pennies	
	3	8	38¢
-	1	6	-16¢
	2	2	22¢

3. 
$$\begin{array}{r} 46\text{¢} \\ -13\text{¢} \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 87\text{¢} \\ -70\text{¢} \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 68\text{¢} \\ -25\text{¢} \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 95\text{¢} \\ -55\text{¢} \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 58\text{¢} \\ -31\text{¢} \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 66\text{¢} \\ -10\text{¢} \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 57\text{¢} \\ -23\text{¢} \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 98\text{¢} \\ -32\text{¢} \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 25\text{¢} \\ -14\text{¢} \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 76\text{¢} \\ -64\text{¢} \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 97\text{¢} \\ -25\text{¢} \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 38\text{¢} \\ -24\text{¢} \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 48\text{¢} \\ -33\text{¢} \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 95\text{¢} \\ -70\text{¢} \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 67\text{¢} \\ -54\text{¢} \\ \hline \end{array}$$

# Subtract Ones or Tens

Name \_\_\_\_\_

$$55 - 3 = ?$$

Start at 55,  
count back by 1s.

55, 54, 53, 52

$$55 - 3 = 52$$

$$55 - 30 = ?$$

Start at 55,  
count back by 10s.

55, 45, 35, 25

$$55 - 30 = 25$$

Subtract mentally. Write the difference.

$$\begin{array}{r} 1. \quad 56 \\ - 4 \\ \hline 52 \end{array}$$

$$\begin{array}{r} 56 \\ - 40 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 2. \quad 68 \\ - 3 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 68 \\ - 30 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 3. \quad 49 \\ - 2 \\ \hline 47 \end{array}$$

$$\begin{array}{r} 49 \\ - 20 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 4. \quad 96 \\ - 30 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 96 \\ - 3 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 5. \quad 88 \\ - 10 \\ \hline 78 \end{array}$$

$$\begin{array}{r} 88 \\ - 1 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 6. \quad 73 \\ - 2 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 73 \\ - 20 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 7. \quad 60 \\ - 1 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 60 \\ - 10 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 8. \quad 25 \\ - 20 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 25 \\ - 2 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 9. \quad 65 \\ - 4 \\ \hline 61 \end{array}$$

$$\begin{array}{r} 65 \\ - 40 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 10. \quad 83 \\ - 30 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 83 \\ - 3 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 11. \quad 44 \\ - 2 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 44 \\ - 20 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 12. \quad 37 \\ - 1 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 37 \\ - 10 \\ \hline 27 \end{array}$$

$$\begin{array}{l} 13. \quad 76 - 2 = 74 \\ 76 - 20 = 56 \end{array}$$

$$\begin{array}{l} 14. \quad 55 - 40 = 15 \\ 55 - 4 = 51 \end{array}$$

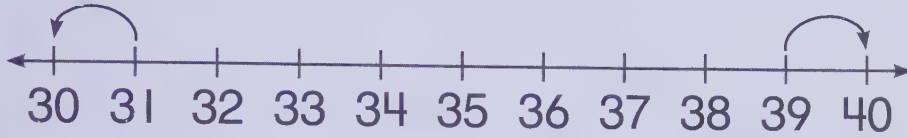
# Estimate Differences

Name \_\_\_\_\_

Estimate the difference of  $39 - 31$ .

Find the nearest ten for each.

Then subtract.



31 is closer to 30

39 is closer to 40

estimate

$39 - 31$  is about 10.

$$\begin{array}{r} 39 \rightarrow 40 \\ - 31 \rightarrow - 30 \\ \hline \text{about } 10 \end{array}$$

Estimate the difference.

1.  $\begin{array}{r} 68 \rightarrow 70 \\ - 24 \rightarrow - 20 \\ \hline \text{about } 50 \end{array}$

2.  $\begin{array}{r} 91 \rightarrow 90 \\ - 19 \rightarrow - 20 \\ \hline \text{about } 70 \end{array}$

3.  $\begin{array}{r} 56 \rightarrow 60 \\ - 48 \rightarrow - 50 \\ \hline \text{about } 10 \end{array}$

4.  $\begin{array}{r} 33 \rightarrow 30 \\ - 12 \rightarrow - 10 \\ \hline \text{about } 20 \end{array}$

5.  $\begin{array}{r} 76 \rightarrow 80 \\ - 61 \rightarrow - 60 \\ \hline \text{about } 20 \end{array}$

6.  $\begin{array}{r} 92 \rightarrow 90 \\ - 28 \rightarrow - 30 \\ \hline \text{about } 60 \end{array}$

7.  $\begin{array}{r} 41 \rightarrow 40 \\ - 38 \rightarrow - 40 \\ \hline \text{about } 0 \end{array}$

8.  $\begin{array}{r} 87 \rightarrow 90 \\ - 41 \rightarrow - 40 \\ \hline \text{about } 50 \end{array}$

9.  $\begin{array}{r} 49 \rightarrow 50 \\ - 23 \rightarrow - 20 \\ \hline \text{about } 30 \end{array}$

10.  $\begin{array}{r} 28 \rightarrow 30 \\ - 21 \rightarrow - 20 \\ \hline \text{about } 10 \end{array}$

11.  $\begin{array}{r} 62 \rightarrow 60 \\ - 47 \rightarrow - 50 \\ \hline \text{about } 10 \end{array}$

12.  $\begin{array}{r} 83 \rightarrow 80 \\ - 39 \rightarrow - 40 \\ \hline \text{about } 40 \end{array}$



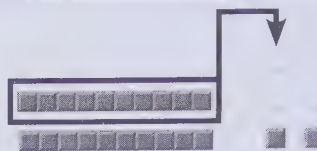
# Regroup Tens as Ones Using Models

Name \_\_\_\_\_

Model 2 tens 2 ones.




Regroup 1 ten as 10 ones.

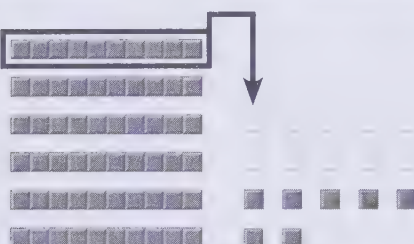


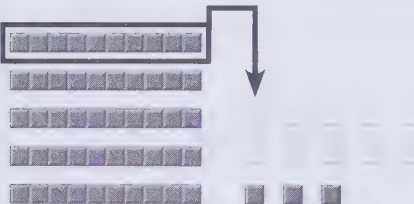
$$2 \text{ tens } 2 \text{ ones} = 1 \text{ ten } 12 \text{ ones}$$


Use  and .

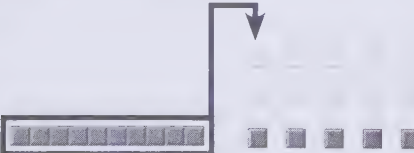
Regroup 1 ten as 10 ones.

1.  3 tens 5 ones = 2 tens 15 ones

2.  6 tens 7 ones = 5 tens 17 ones

3.  5 tens 3 ones = 4 tens 13 ones

4.  2 tens 4 ones = 1 ten 14 ones

5.  1 ten 5 ones = 0 tens 15 ones

# Regroup Tens as Ones Using a Chart

Name \_\_\_\_\_

There are not enough ones to subtract.

Regroup 1 ten as 10 ones.  
Subtract. Begin with the ones.

tens	ones
3	4
1	5



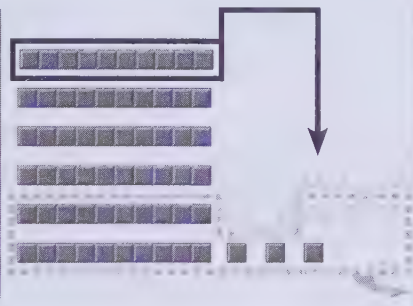
tens	ones
2	14
<del>3</del>	<del>4</del>
1	5
1	9

3 tens 4 ones = 2 tens 14 ones

Regroup 1 ten as 10 ones. Find the difference.  
Circle the part you take away.

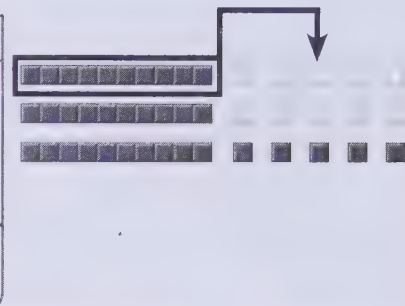
1.

tens	ones
6	3
2	6



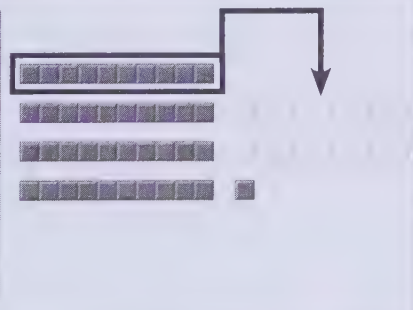
2.

tens	ones
3	5
	8



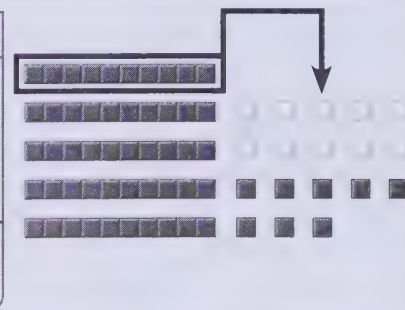
3.

tens	ones
4	1
2	5



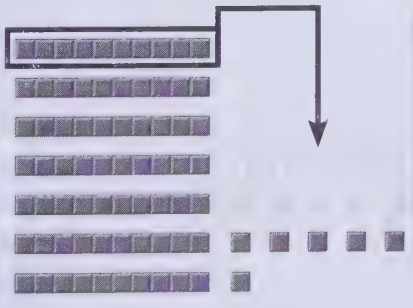
4.

tens	ones
5	8
3	9



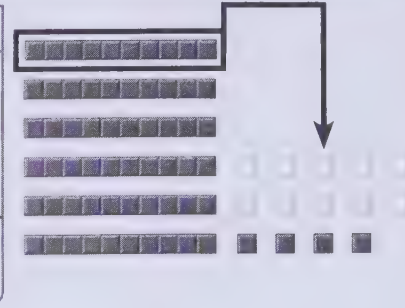
5.

tens	ones
7	6
2	8



6.

tens	ones
6	4
3	8



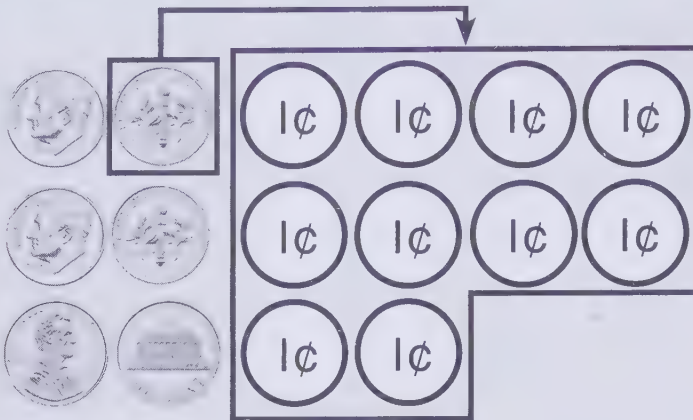
# Regroup Dimes as Pennies

Name \_\_\_\_\_

$$42¢ - 24¢ = ?$$

Model 42¢. Regroup 1 dime as 10 pennies.

Use the pennies from your regrouped dime to subtract the pennies. Then subtract the dimes.



dimes	pennies	
<del>4</del> <sup>3</sup>	<del>2</del> <sup>12</sup>	<del>42</del> <sup>3 12</sup> ¢
2	4	- 24 ¢
1	8	18 ¢

$$42¢ - 24¢ = 18¢$$

4 dimes 2 pennies = 3 dimes 12 pennies

Use and to find the difference.

1.

dimes	pennies
<del>4</del> <sup>3</sup>	<del>2</del> <sup>12</sup>
2	7
2	4

2.

dimes	pennies
2	6
	8
2	2

3.

dimes	pennies
6	4
5	9
1	5

4. 
$$\begin{array}{r} 28¢ \\ - 9¢ \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 92¢ \\ - 65¢ \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 75¢ \\ - 27¢ \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 33¢ \\ - 29¢ \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 34¢ \\ - 15¢ \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 84¢ \\ - 36¢ \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 50¢ \\ - 39¢ \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 51¢ \\ - 48¢ \\ \hline \end{array}$$



# Add and Subtract Mentally

Name \_\_\_\_\_

Work from left to right.

Count back by 10s.

Start at 53.

43, 33, 23

$$53 - 30 + 3 = ?$$

$$23 + 3 = 26$$

Count on by 1s.

Start at 23.

24, 25, 26

Add and subtract mentally.

1.  $55 + 40 - 3 = ?$

$$95 - 3 = 92$$

2.  $38 - 2 + 40 = ?$

$$36 + 40 = 76$$

3.  $45 - 20 - 1 = ?$

$$25 - 1 = 24$$

4.  $17 + 30 - 3 = ?$

$$47 - 3 = 44$$

5.  $95 - 10 + 2 = ?$

$$85 + 2 = 87$$

6.  $58 + 10 - 3 = ?$

$$68 - 3 = 65$$

7.  $68 + 30 - 2 = ?$

$$98 - 2 = 96$$

8.  $22 - 20 + 1 = ?$

$$2 + 1 = 3$$

# Balance Number Sentences

Name \_\_\_\_\_

First solve  $13 - 7$ .  
Then find the missing number.

$$\begin{array}{rcl} \boxed{13 - 7} & = & \boxed{? + 2} \\ \downarrow & & \downarrow \\ 6 & = & \boxed{4 + 2} \\ & & \downarrow \\ 6 & = & 6 \end{array}$$

Make each side equal.  
Circle the missing number.

$$\begin{array}{rcl} 1. \boxed{7 + 5} & = & 9 + ? \\ \downarrow & & \downarrow \\ 12 & = & 9 + \boxed{3} \\ 12 & = & 12 \end{array}$$

$$\begin{array}{rcl} 2. ? + 5 & = & \boxed{2 + 12} \\ & & \downarrow \\ \boxed{1} + 5 & = & 14 \\ \downarrow & & \\ 14 & = & 14 \end{array}$$

$$\begin{array}{rcl} 3. \boxed{7 + 8} & = & 10 + ? \\ \downarrow & & \downarrow \\ 15 & = & 10 + 5 \\ 15 & = & 15 \end{array}$$

$$\begin{array}{rcl} 4. \boxed{16 - 8} & = & ? + 8 \\ \downarrow & & \downarrow \\ 8 & = & \boxed{0} + 8 \\ & & \downarrow \\ & = & \end{array}$$

$$\begin{array}{rcl} 5. \boxed{8 + 5} & = & ? + 4 \\ \downarrow & & \downarrow \\ 13 & = & \boxed{9} + 4 \\ & & \downarrow \\ & = & 13 \end{array}$$

$$\begin{array}{rcl} 6. \boxed{9 - 2} & = & 4 + ? \\ \downarrow & & \downarrow \\ 7 & = & 4 + \boxed{3} \\ & & \downarrow \\ 7 & = & 7 \end{array}$$

$$\begin{array}{rcl} 7. \boxed{2 + 5} & = & ? + 3 \\ \downarrow & & \downarrow \\ 7 & = & \boxed{4} + 3 \\ & & \downarrow \\ 7 & = & 7 \end{array}$$

# Missing Operations

Name \_\_\_\_\_

Guess and test to find the missing signs.

Try + and +.

Try - and -.

Try + and -.

Try - and +.

$$9 \text{ ( ? ) } 5 \text{ ( ? ) } 4 = 8$$

$$9 \text{ ( + ) } 5 \text{ ( + ) } 4 = 18 \quad 18 > 8$$

$$9 \text{ ( - ) } 5 \text{ ( - ) } 4 = 0 \quad 0 < 8$$

$$9 \text{ ( + ) } 5 \text{ ( - ) } 4 = 10 \quad 10 > 8$$

$$9 \text{ ( - ) } 5 \text{ ( + ) } 4 = 8 \quad 8 = 8$$

Write the missing signs.

1.

$$9 \text{ ( - ) } 5 \text{ ( + ) } 8 = 12$$

2.

$$12 \text{ ( - ) } 10 \text{ ( + ) } 2 = 4$$

3.

$$5 \text{ ( + ) } 3 \text{ ( + ) } 9 = 17$$

4.

$$12 \text{ ( - ) } 5 \text{ ( + ) } 3 = 10$$

5.

$$8 \text{ ( + ) } 5 \text{ ( - ) } 3 = 10$$

6.

$$13 \text{ ( - ) } 9 \text{ ( + ) } 8 = 12$$

7.

$$3 \text{ ( + ) } 7 \text{ ( + ) } 2 = 12$$

8.

$$6 \text{ ( + ) } 6 \text{ ( - ) } 8 = 4$$

9.

$$11 \text{ ( - ) } 4 \text{ ( + ) } 7 = 14$$

10.

$$7 \text{ ( + ) } 8 \text{ ( - ) } 8 = 7$$



# Problem-Solving Strategy: Use More Than One Step

Name \_\_\_\_\_

**Read**

Lily has 75¢.

Tammy gives Lily 13¢.

Lily spends 65¢ on .

How much money does Lily have now?

**Plan**

Add to find how much Lily has before she buys .

Subtract the cost of , from the amount Lily has.

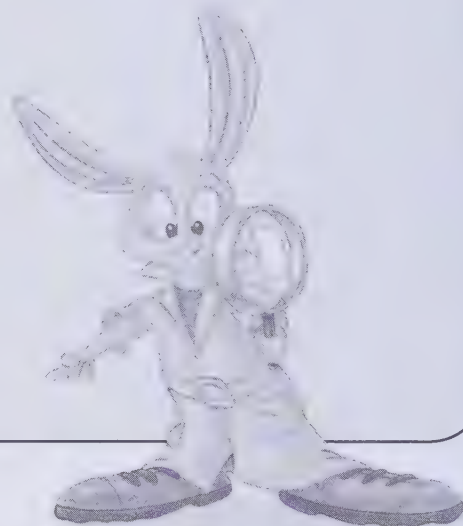
**Write**





$$\begin{array}{r} 75 \text{ ¢} \\ + 13 \text{ ¢} \\ \hline 88 \text{ ¢} \end{array} \qquad \begin{array}{r} 88 \text{ ¢} \\ - 65 \text{ ¢} \\ \hline 23 \text{ ¢} \end{array}$$

Lily has 23¢ now.

**Check**

Use real coins to check.



1. Fiona counts 40  in the garden.  
Rudy counts 16 more  than Fiona.  
Fiona picks 10  for a bouquet.  
How many  are left in the garden?

46  are left in the garden.

2. Esther runs for 35 minutes.  
Sy runs for 25 minutes.  
Then Sy runs for 20 more minutes.  
How much longer does  
Sy run than Esther?

Sy runs 10 minutes longer than Esther.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_

**Read** **Plan** **Write** **Check**



## Strategy File

Choose the Operation  
Guess and Test  
Use More Than One Step

Use a strategy you have learned.

1. Yuki counts 24 ★.

Paul counts 15 more ★ than Yuki.

How many ★ does Paul count?

Paul counts 29 ★.

2. Mr. Diego needs 29  for his students.

He has only 11 .

How many more  does Mr. Diego need?

Mr. Diego needs 18 more .

40

18

8

3. Gary has 76¢.

He spends a quarter.

Hans has 52¢.

How much more money does Gary need to have as much as Hans?

Gary needs 1 to have as much as Hans.

4. Jason has 14 goldfish. His sister Jessica buys him some more for his birthday. Now Jason has 27 fish. How many fish does Jessica buy?

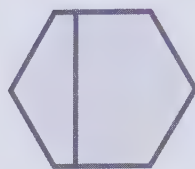
Jessica buys 13 fish.

# Equal Parts

Name \_\_\_\_\_



2 equal parts

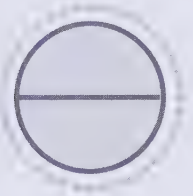


2 parts not equal

Remember:  
Equal parts are  
the same size and  
the same shape.

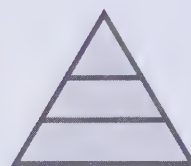
Circle the figure with equal parts.  
Then write how many equal parts.

1.



2 equal parts

2.



3 equal parts

3.



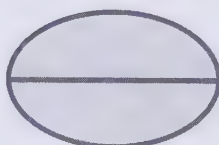
4 equal parts

4.



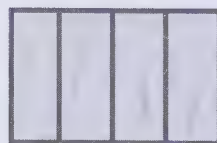
3 equal parts

5.



2 equal parts

6.



4 equal parts

7.



4 equal parts

8.



3 equal parts



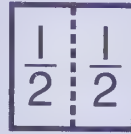
# One Half, $\frac{1}{2}$

Name \_\_\_\_\_

2 equal parts  
of a whole are  
called halves

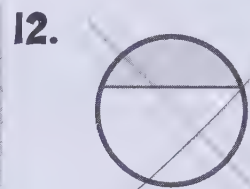
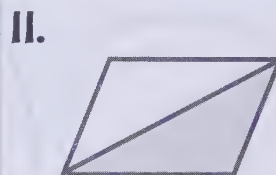
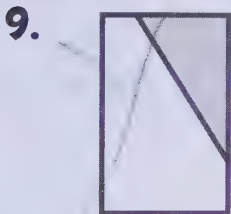
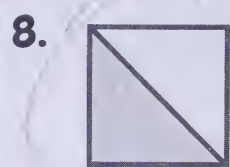
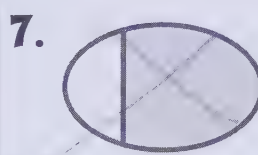
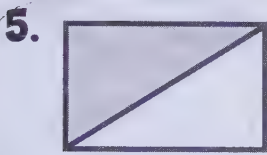
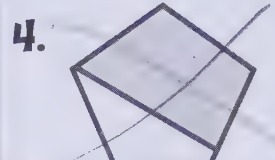
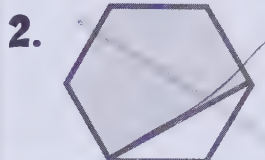


1 whole



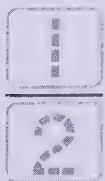
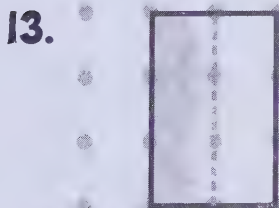
1 of 2 equal parts  
is  $\frac{1}{2}$ , or one half

Circle the shapes that show  $\frac{1}{2}$ .  
X the shapes that do not show  $\frac{1}{2}$ .

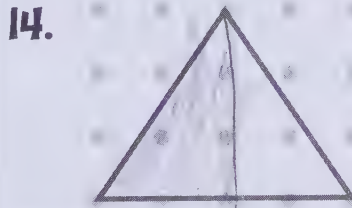


Make halves. Color one half.

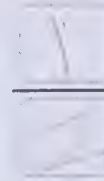
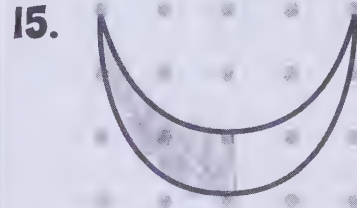
Write the fraction for the part you colored.



part colored  
equal parts



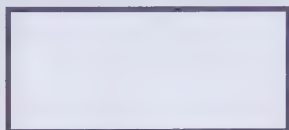
part colored  
equal parts



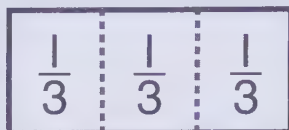
part colored  
equal parts

# One Third, $\frac{1}{3}$ One Fourth, $\frac{1}{4}$

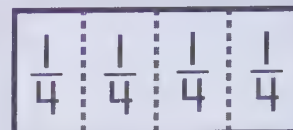
Name \_\_\_\_\_



1 whole

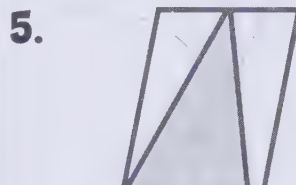
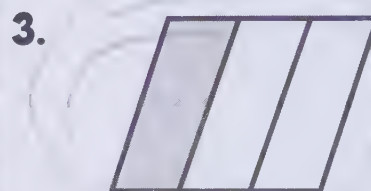
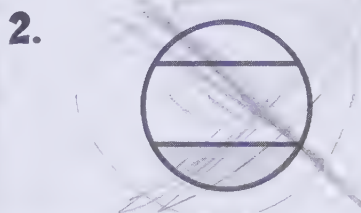
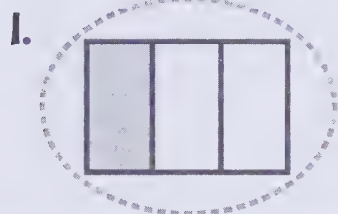


1 of 3 equal parts  
is  $\frac{1}{3}$ , or one third

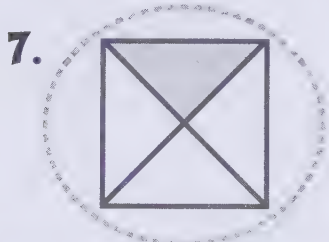


1 of 4 equal parts  
is  $\frac{1}{4}$ , or one fourth

Circle the shapes that show  $\frac{1}{3}$ .  
~~X~~ the shapes that do not show  $\frac{1}{3}$ .



Circle the shapes that show  $\frac{1}{4}$ .  
~~X~~ the shapes that do not show  $\frac{1}{4}$ .



What part of each set is shaded?



$\frac{1}{2}$  part shaded  
in all  
 $\frac{1}{2}$  is shaded.



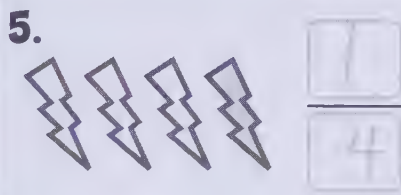
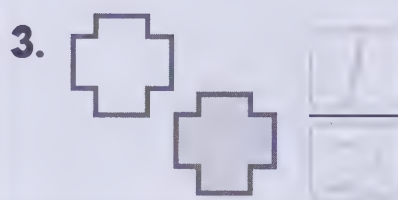
$\frac{1}{3}$  part shaded  
in all  
 $\frac{1}{3}$  is shaded.



$\frac{1}{4}$  part shaded  
in all  
 $\frac{1}{4}$  is shaded.

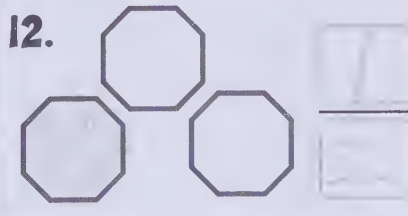
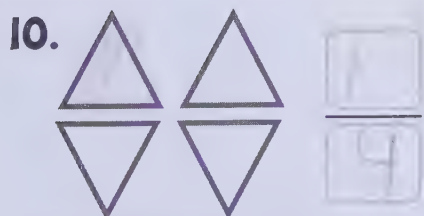
What part of each set is shaded?

Write the fraction.



Color one part of each set.

Write the fraction for the part you colored.





# Certain, Possible, Impossible

Name \_\_\_\_\_

Without looking, is it certain, possible, or impossible to pick a black marble from each bowl?



certain



possible



impossible

Is it certain, possible, or impossible to pick the marble from each bowl? Circle the correct answer.

1. pick a



certain

possible

impossible

2. pick a



certain

possible

impossible

3. pick a



certain

possible

impossible

4. pick a



certain

possible

impossible

5. pick a



certain

possible

impossible

6. pick a



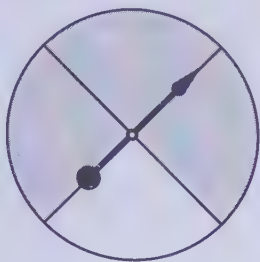
certain

possible

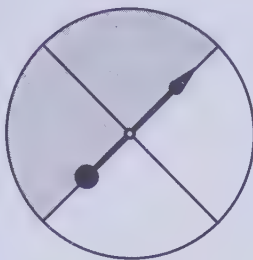
impossible

# More, Less, or Equally Likely

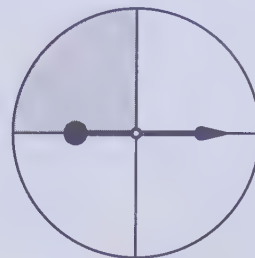
Name \_\_\_\_\_



more likely to land on grey than white



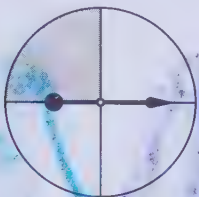
equally likely to land on grey or white



less likely to land on grey than white

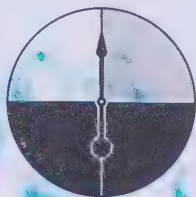
Which color are you more likely to land on?  
Write white, grey, or black.

1.



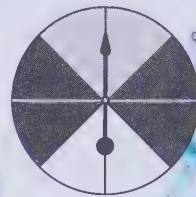
white

2.



Black

3.



Black

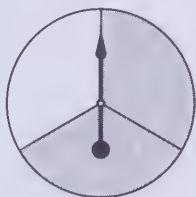
Which color are you less likely to land on?

4.



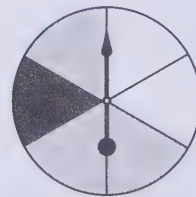
black

5.



white

6.



Black

Which color are you more likely to pick?

7.



black

8.



grey

9.



white

I can dress 4 different ways with these clothes.



red



blue



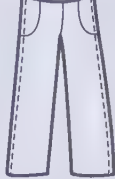
yellow



black



red



blue



red



black



yellow



blue



yellow



black

Color to show the different ways you can dress.



You have 1 yellow, 1 red, and 1 blue bead.  
How many different ways can you order the  
3 beads? Color to show the different ways.

2.





# Problem-Solving Strategy: Make a Model/Draw a Picture

Name \_\_\_\_\_

**Read**

Maria has 4 T-shirts.  
One of them is black.  
The other three are white.  
What fraction of Maria's T-shirts is black?

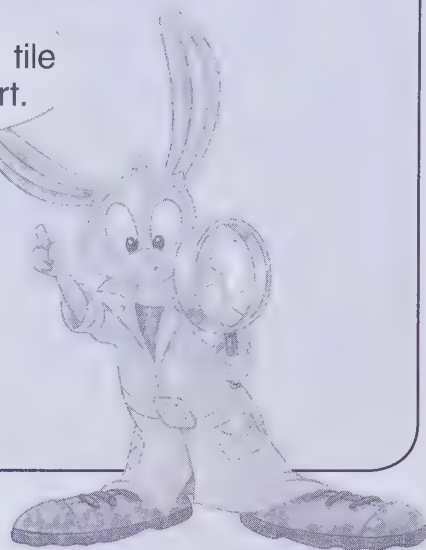
**Plan**

Make a model.



1 out of 4 parts is black.

Use a square tile for each part.



**Write**

$\frac{1}{4}$  of Maria's shirts are black.

**Check**

Draw a picture to check.

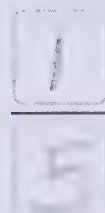
Make a model or draw a picture to solve.

1. There are 5  in Adam's desk.

4 are blue.

The other is black.

What fraction of the  is black?




$\frac{1}{5}$  of the  is black.

2. Tim has 9  in his bag.


8  are new.

1  is old.


What fraction of the  are old?

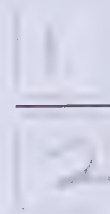


$\frac{1}{9}$   is old.

3. An  is divided in 2 equal parts.

One part falls on the floor.

What fraction of the  falls on the floor?



$\frac{1}{2}$  of  fall on the floor.

# Problem-Solving Applications: Mixed Strategies

Name \_\_\_\_\_



## Strategy File

Make a Model/Draw a Picture  
Logical Reasoning  
Use More Than One Step

Use a strategy you have learned.

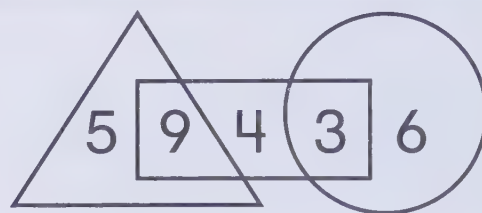
1. I have 5 coins. One coin is a penny.  
I have the same number  
of dimes as quarters.  
How much money do I have?

I have \_\_\_\_\_


$$25 + 10 = 35$$

2. Find each sum.

The sum of the  
numbers inside the  $\triangle$  is 54.



The sum of the numbers not inside the  $\square$  is 943.

3. Penny's  is 7 inches long.

Andrea's  is 1 foot long.

How much longer is Andrea's  ?

Andrea's  is 5 inches longer.

4. Adam, Trey, and Jen play 6 games of .

Adam wins 3 games. Trey wins 2 games.

Jen wins 1 game. What is the fraction  
for the games Jen wins?

Jen wins  $\frac{\boxed{1}}{\boxed{6}}$  of the games.

1

6

## **Additional CCSS Lessons**

Pages 175–234 of this workbook have additional lessons with content based on the Common Core State Standards (CCSS). Each lesson has teaching and practice exercises. These lessons can also be found online at [progressinmathematics.com](http://progressinmathematics.com). The bottom of the second page of every lesson directs you to another workbook page of more practice of the math taught in the lesson and also to the next *Progress in Mathematics* lesson.

## **Practice for Additional CCSS Lessons**

Pages 236–265 have more practice of the math taught in the additional CCSS lessons. Doing these practice exercises will help you master the work of each additional CCSS lesson more quickly. The bottom of every practice page identifies the lesson that is being reviewed by the workbook exercises, and also identifies the next *Progress in Mathematics* lesson. Before starting a workbook page, read the title. If you need to review the work in that lesson, turn to the page in your workbook where it is taught.



## Additional CCSS Lessons

2

### Addition Strategies and Facts to 12

- C** Find Sums (2-2A) .....175
- C** Equivalent Sums (2-13A) .....177
- C** Solve Addition Word Problems (2-16A) .....179
- C** Solve for Unknowns (2-17A).....181

3

### Subtraction Strategies and Facts to 12

- C** Find Differences (3-4A).....183
- C** Think Addition to Subtract (3-11A) ....185
- C** Use a Bar Model (3-12A).....187

4

### Data and Graphs

- C** Data and Questions (4-7A) .....189

5

### Place Value to 100

- C** Numbers to 120 (5-7A) .....191

6

### Extending Addition and Subtraction Facts

- C** Properties of Operations (6-2A) .....193
- C** Make 10 to Add (6-3A) .....195
- C** Make 10 to Subtract (6-7A) .....197
- C** True and False Sentences (6-10A) ....199
- C** Add and Subtract to Compare (6-11A) .....201

7

### Geometry

- C** Reason with Shapes (7-2A).....203
- C** Ways to Make Plane Figures (7-3A).....205
- C** Ways to Make Solid Figures (7-5A).....207

9

### Measurement

- C** Length of a Path (9-1A).....209
- C** Use Indirect Comparison (9-4A).....211
- C** Use a Ruler (9-4B).....213

10

### Add 2-Digit Numbers

- C** Add Using Drawings (10-2A) .....215
- C** Count On by Tens or Ones to Add (10-4A) .....217
- C** Use Strategies to Add (10-5A) .....219
- C** Add 2-Digit Numbers (10-5B) .....221
- C** Bar Models and Addition Problems (10-10A).....223

11

### Subtract 2-Digit Numbers

- C** Mental Math: Ten More or Ten Less (11-1A) .....225
- C** Subtract Multiples of 10 (11-1B).....227
- C** Count Back by Tens or Ones to Subtract (11-4A) .....229
- C** Bar Models and Subtraction Problems (11-9A).....231

12

### Fractions and Probability

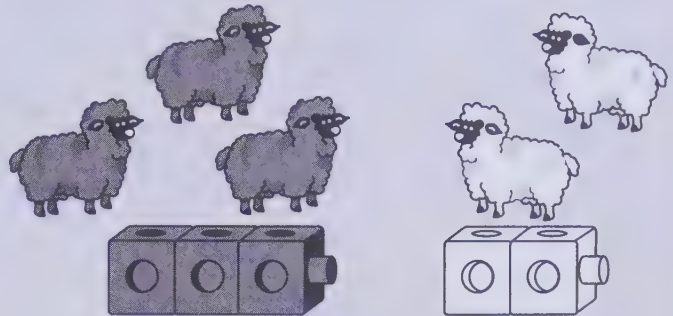
- C** Compare Fractions (12-4A) .....233

**Objective:** To model and write addition sentences for putting together situations

Look at the picture.



Listen to the addition story.

Put together  and   
to model the story.



$$3 + 2 = 5$$

There are 5 sheep on the farm.

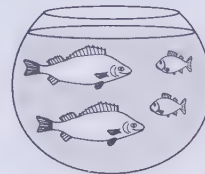
Put together  and  to model each addition story.  
Write the addition sentence.

1.



$$4 + 1 = 5$$

2.



$$2 + 5 = 7$$

3.



$$1 + 3 = 4$$

4.





$$2 + 3 = 5$$

**Talk It Over**

5. Tell an addition story to go with the model.



Name \_\_\_\_\_

Put together  and  to model each addition story.  
Write the addition sentence.

6.



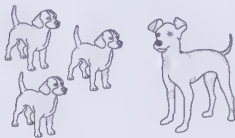
$$3 + 2 = 5$$

7.



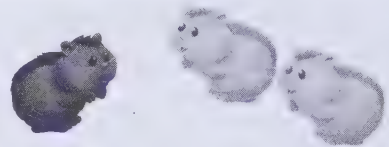
$$1 + 1 = 2$$

8.



$$3 + 1 = 4$$

9.



$$1 + 2 = 3$$

10.



$$2 + 4 = 6$$




11.






$$2 + 3 = 5$$

### Problem Solving

Solve. Use a strategy.




12. There are 4 big  in the barn. There are 2 small  in the barn. How many  are in the barn?

$$6$$

13. Tim has 1 green . Ann has 4 brown . How many  do Tim and Ann have?

$$5$$

### Test Preparation

14. There is 1 pink  in the park. There are 5 white  in the park. Draw to show how many  are in the park. \_\_\_\_\_





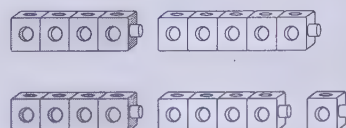
**Objective:** To use strategies to find equivalent sums

Use facts you know to help find sums.  
Break apart one addend into an addition fact.  
Then add the easier facts.

Add  $4 + 5$ .

- ① Break apart 5 to make a double for 4.

$$\begin{array}{r} 4 + 5 \\ 4 + 4 + 1 \end{array}$$



- ② Add the doubles.


$$\begin{array}{r} 4 + 4 + 1 \\ 8 + 1 \end{array}$$



- ③ Then add 1 more.  
So,  $4 + 5 = 9$ .

$$8 + 1 = 9$$




Break apart one addend into an addition fact.  
Add the easier facts first. Find the sum.  
You can use  to help.

1.  $3 + 4$  

$$\begin{array}{r} 3 + 3 + 1 \\ 6 + 1 = 7 \end{array}$$

So,  $3 + 4 = 7$ .


2.  $7 + 5$  

$$\begin{array}{r} 7 + 12 + 2 \\ 12 + 2 = 14 \end{array}$$

So,  $7 + 5 = 12$ .

**Talk Over**

3. How does knowing  $6 = 5 + 1$  help you solve  $5 + 6$ ?

Break apart one addend into an addition fact. Add the easier facts first. Find the sum. You can use  to help.

4.  $8 + 4 = ?$

8 + 4 + 1 = 12

5.  $6 + 5 = ?$

6 + 4 + 1 = 11

6.  $3 + 2 = ?$

3 + 2 + 1 = 6

7.  $9 + 3 = ?$

9 + 2 + 2 = 13

8.  $2 + 9 = ?$

2 + 2 + 7 = 11

9.  $5 + 4 = ?$

4 + 4 + 1 = 9

10.  $4 + 7 = ?$




3 + 7 + 1 = 11

11.  $3 + 8 = ?$




2 + 8 + 1 = 11

**Problem Solving**

Solve. Use a strategy.

12. Juan has 4 . Mia has 1 more  than Juan. How many  do Juan and Mia have in all?

9 

13. Tilda has 2 . Jaime has 1 more  than Tilda. How many  do they have in all?

3 

**What's the Error?**

14. Jan added 3 and 4. What error did she make?


$$\begin{array}{r}
 3 + 4 \\
 \begin{array}{c} \text{ } \end{array} \\
 3 + 3 + 1 \\
 \begin{array}{c} \text{ } \end{array} \\
 6
 \end{array}$$

So,  $3 + 4 = 6$ .

Name \_\_\_\_\_




**Objective:** To solve word problems with three addends

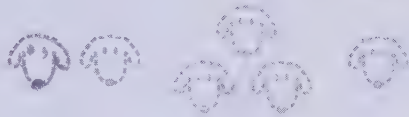
Marta has 2 .

Joe has 3 .

Ana has 1 .

How many  do they have in all?

Draw a picture or use  to solve.




$$2 + 3 + 1 = 6$$

They have 6  in all.

Draw a picture or use .



Write an addition sentence to solve.

1. Mike sees 5 .

Elena sees 2 .

Rita sees 5 .

$$5 + 2 + 5 = 12$$

How many  do they see in all? They see 12  in all.

2. There are 7  in the garden.

There are 2  in the yard.

There is 1  in the field.

$$7 + 2 + 1 = 10$$

How many  are there in all? There are 10  in all.






3. Describe how you added the numbers in exercise 1.








Name \_\_\_\_\_

**Problem Solving**Draw a picture or use . Write an addition sentence to solve.

4. Sal has 4 blue  and 2 red . He also has 2 gold . How many does Sal have in all?





$$4 + 2 + 2 = 8$$


Sal has 8  in all.




5. Peter finds 3 . Gene finds 1 . Tess finds 6 . How many  do they find in all?

$$3 + 1 + 6 = 10$$





They find 10  in all.

6. Marc sees 4  hopping. He sees 0  sleeping. He sees 3  swimming. How many  does Marc see in all?

Marc sees 7  in all.

7. Theo has 8 . Jen has 1 . Steve has 2 . How many pets do they have in all?

They have 11 pets in all.**Critical Thinking**

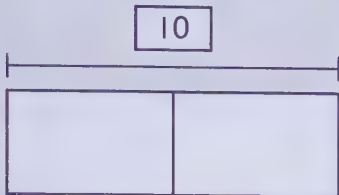
8. Paul draws 4 . Kim draws 3 . Rob draws 1 more  than Kim. How many  do they draw in all? Explain how you found your answer.



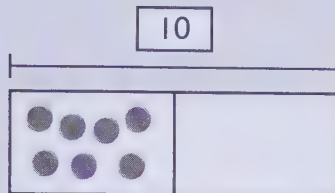
**Objective:** To use models to solve addition problems with unknowns

You can draw ● to find numbers.

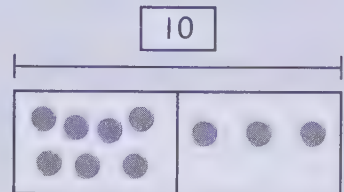
$$7 + \underline{\quad ? \quad} = 10$$



The whole is 10.



Draw 7 to show one part.

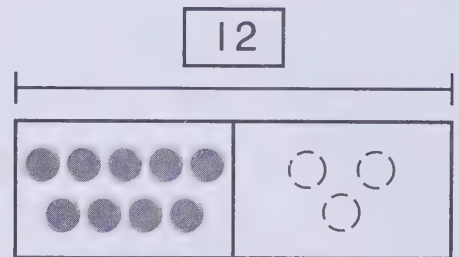


The other part is 3.

$$7 + \underline{3} = 10$$

Solve. Draw ● to help.

1. Carla sees 9 at the park.  
Then more come.  
Now 12 are at the park.  
How many more did Carla see?  
Carla saw 3 more .



$$9 + \underline{3} = 12$$

2. Fran has some .  
Al has 5 .  
They have 9 in all.  
How many does Fran have?  
Fran has 4 .



$$\underline{4} + 5 = 9$$






THAT'S OVER

3. Explain how you can find the missing part in addition if you know one part and the whole.

Solve. Draw ● to help.

12

5 + 7 = 12

7. Jen has 10  in a box.  
Some  are red.  
She has 5 brown  .  
How many  are red?  
Jen has 5 red  .

Explain how you found your answer.

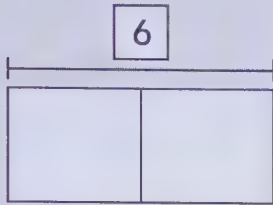




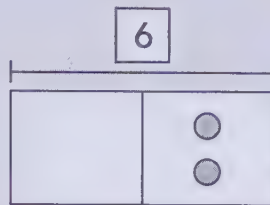
**Objective:** To use models to solve subtraction problems with unknowns

You can draw  to find unknown numbers.

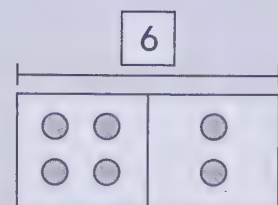
$$6 - \underline{\quad ? \quad} = 4$$




The whole is 6.








Draw 4 to show one part.

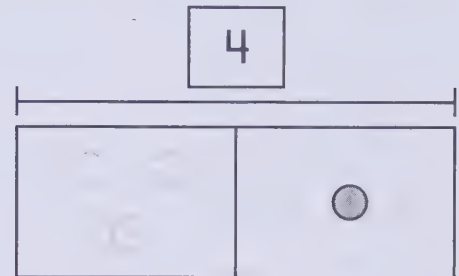


The other part is 2.  
 $6 - \underline{2} = 4$




Solve. Draw  to help.


1. Matt has 4 . He eats some .
- Now Matt has 1 .
- How many  does Matt eat?

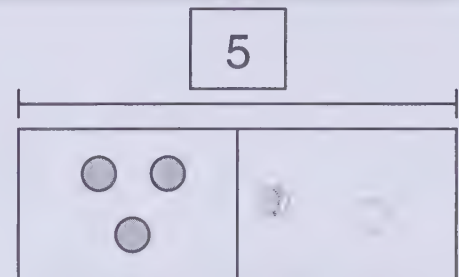
Matt eats 3 .



$$4 - \underline{3} = 1$$

2. Eva has 5 .
- She gives 3  to Beth.
- How many  does Eva have now?

Eva has 2 .



$$5 - 3 = \underline{2}$$

**TAKE OVER**

3. Explain how you can find the unknown number in a subtraction problem if you know one part and the whole.

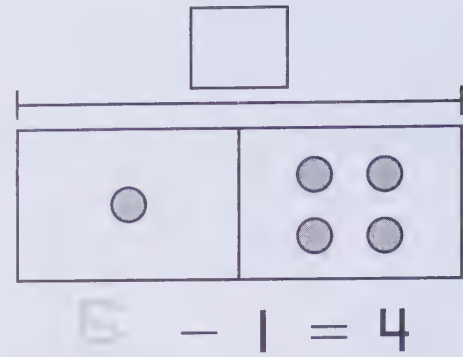
Name \_\_\_\_\_

## Problem Solving

Solve. Draw ○ to help.

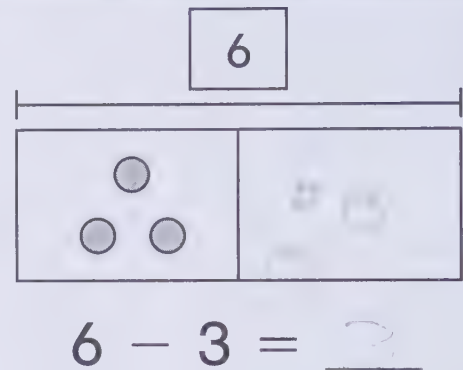
4. Teri has some 🍏. She gives 1 🍏 to Fred. Now Teri has 4 🍏. How many 🍏 did Teri have to start?

Teri had 5 🍏 to start.



5. Marc has 6 🍌. He uses 3 🍌 to make bread. How many 🍌 does Marc have left?

Marc has 3 🍌 left.



6. There are 4 🍌 in a box. Ted takes 2 🍌. How many 🍌 are in the box now?

There are 2 🍌 in the box.

7. June has some 🍌. She gives Mimi 1 🍌. Now June has 2 🍌. How many 🍌 did June have to start?

June had 3 🍌 to start.

## Explain Your Reasoning

8. Emilio has 6 🍌. He gives some 🍌 to Lara. Emilio has no 🍌 left. How many 🍌 did Emilio give Lara? Explain how you solved the problem.



**Objective:** To use related addition and subtraction facts to subtract

Subtract  $6 - 4$ .

Use a related addition fact to help find the difference.

So,  $6 - 4 = 2$ .

**Think.....**

$$? + 4 = 6$$

$$2 + 4 = 6$$

Use a related addition fact to find the difference.

Write the addition fact you use.

Then write the difference.

1.  $8 - 5 = ?$

$$3 + 5 = 8$$

$$8 - 5 = 3$$

2.  $9 - 7 = ?$

$$2 + 7 = 9$$

$$9 - 7 = 2$$

3.  $7 - 3 = ?$

$$4 + 3 = 7$$

$$7 - 3 = 4$$

4.  $11 - 8 = ?$

$$3 + 8 = 11$$

$$11 - 8 = 3$$

5.  $10 - 6 = ?$

$$4 + 6 = 10$$

$$10 - 6 = 4$$

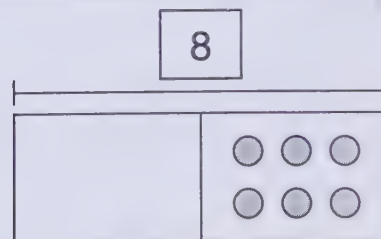
6.  $12 - 3 = ?$

$$9 + 3 = 12$$

$$12 - 3 = 9$$

**Talk It Over**

7. What addition fact can you use to solve  $8 - 6$ ? Why?





Name Thursday

Use a related addition fact to find the difference.

Write the addition fact you use.

8.  $10 - 7 = 3$

$7 + 3 = 10$

9.  $6 - 5 = 1$

$1 + 5 = 6$

10.  $8 - 4 = 4$

$4 + 4 = 8$

11.  $5 - 3 = 2$

$2 + 3 = 5$

12.  $7 - 5 = 2$

$5 + 2 = 7$

13.  $11 - 6 = 5$

$5 + 6 = 11$

14.  $9 - 3 = 6$

$3 + 6 = 9$

15.  $11 - 2 = 9$




$2 + 9 = 11$

16.  $12 - 7 = 5$

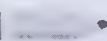

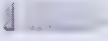

$7 + 5 = 12$

**Problem Solving**

Solve. Use a strategy.

17. Lee has 3 fewer  than Carla. Carla has 8 . How many  does Lee have?

5 

18. Metta has 12 . She gives some  to Ed. Now she has 4 . How many  did Metta give Ed?

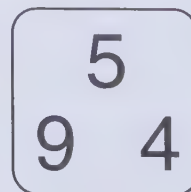
8 **Critical Thinking**

19. Use the numbers in the box.

Write related addition and subtraction facts.

$5 + 4 = 9$

$9 - 5 = 4$





**Objective:** To use bar models to solve addition and subtraction word problems

You can draw ● to solve.

Then write an addition or subtraction sentence.

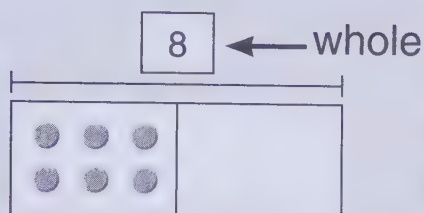
Stefi has 8 ●.

She has 6 small ●.

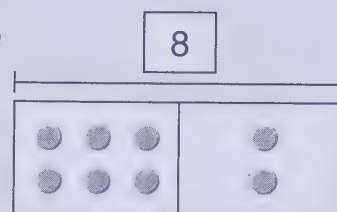
The rest are big.

How many big  
does Stefi have?

Stefi has 2 big ●.



Draw 6 to show  
one part.



The other part is 2.

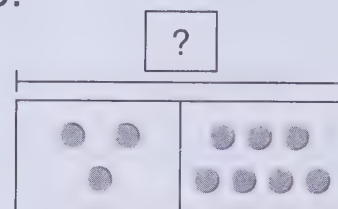
$$8 - 6 = 2$$

Solve. Draw ● to help.

Write an addition or subtraction sentence.

1. Justin has 3 blue ●. He has  
7 red ●. How many ●  
does Justin have?

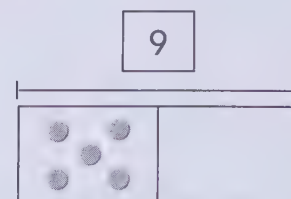
Justin has 10 ●.



$$3 + 7 = 10$$

2. There are 9 □. Some of the □  
are open. Five of the □ are shut.  
How many □ are open?

5 □ are open.



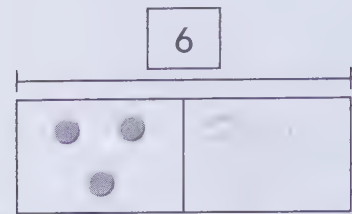
$$9 - 5 = 4$$

3. What other number sentence could you use  
to solve problem 2?

**Problem Solving** Solve. Draw ● to help.  
Write an addition or subtraction sentence.

4. There are 6 ●. Three ● are red. The rest are green.  
How many ● are green?

3 ● are green.



$$6 - 3 = 3$$

5. Jamar has some small . He has 5 big . He has 12 in all. How many small does Jamar have?

Jamar has 7 small .



$$7 + 5 = 12$$

6. There are 4 pink . There are some blue . There are 8 in all. How many blue are there?

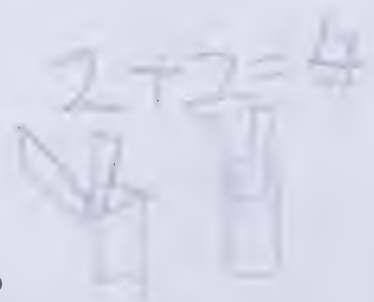
There are 4 blue .

7. Lucy has 11 . She fills 5 with milk. How many are empty?

6 are empty.

### Critical Thinking

8. Jorge has 4 . He wants to put the into two cups. How many can he put in his red cup? How many can he put in his blue cup? Explain how you decided.












**Objective:** To ask and answer questions about data in graphs and tally charts

You can ask questions about data in tally charts and graphs.

Think of questions you can answer by using the data in the bar graph.

- How many friends voted for ?
- How many more friends voted for  than ?
- How many fewer friends voted for  than ?
- How many friends voted in all?



How can I use the bar graph to answer the questions?

Use the bar graph to answer the questions.




1. How many more friends like  than ?  $3 - 2 = 1$



2. How many fewer friends like  than ?  $5 - 3 = 2$

3. How many friends in all voted for a favorite sport?  $3 + 2 + 5 = 10$

4. What is another question you could answer by reading the bar graph? What is a question that you could not answer?

Use the tally chart to answer the questions.

Molly's Shape Blocks			
Shape			
Tally	II	I	III

5. How many fewer  than  does Molly have?




5  3 = 2


6. How many shape blocks does Molly have in all?



2  4  3 = 10

### Problem Solving

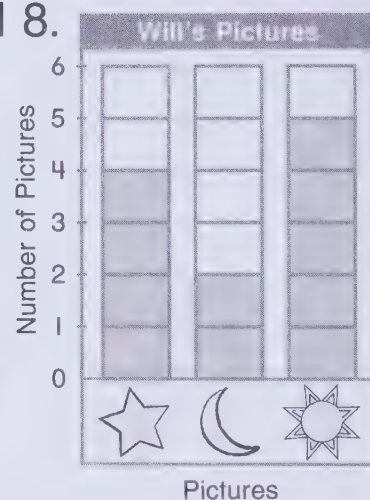
Use the graph for problems 7 and 8.

7. Will wants to draw the same number of  and . How many more  does he need to draw?

1 




8. If Will draws another , how many  will he have?

5 



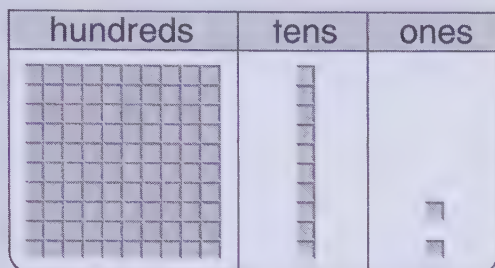
### What's the Error?

9. Use the tally chart at the top of the page.

John asks Molly how many more  than  she has. Molly says she has 8 more . What error did Molly make?

**Objective:** To count, read, and write numerals to 120 and represent a number of objects with a numeral

- You can write numbers 100 through 120 using one hundred, tens, and ones.

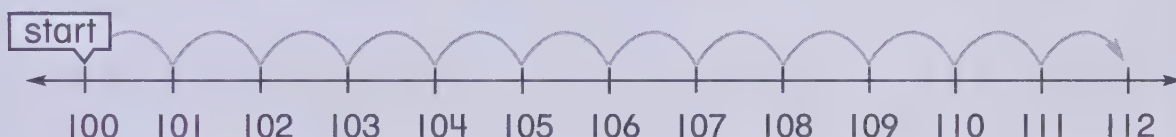


1 hundred 1 ten 2 ones

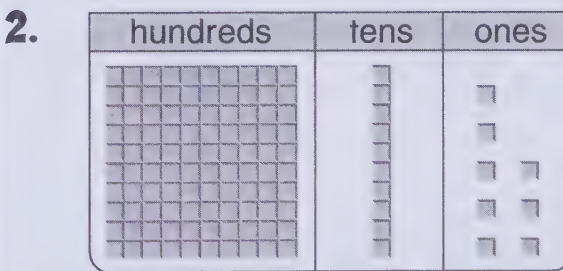
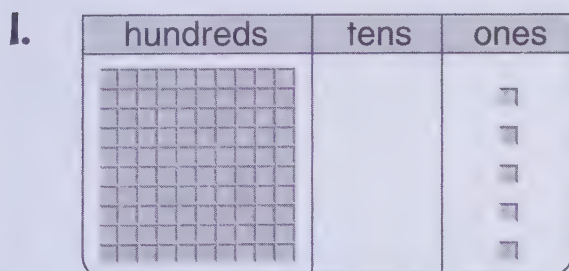
112

one hundred twelve

- Count in order from 100 to 112.



Use the model to write how many.



1 hundred 0 tens 5 ones

105

1 hundred 1 ten 5 ones

115

Tell It Over

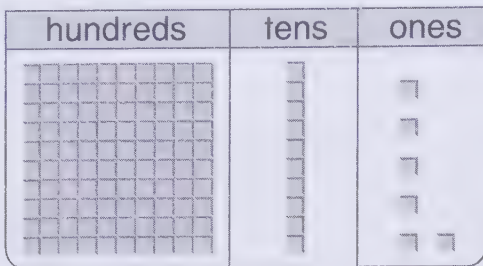
3. Count aloud from 100 to 120. Do you say more or fewer numbers when you count from 10 to 20?



Name \_\_\_\_\_

Use the model to write how many.

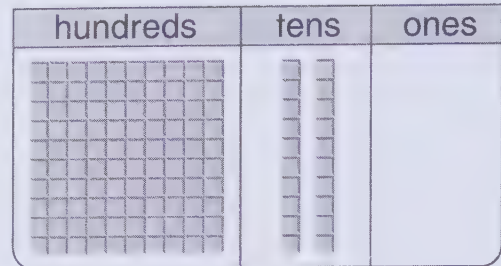
4.



1 hundred 1 ten 6 ones

116

5.

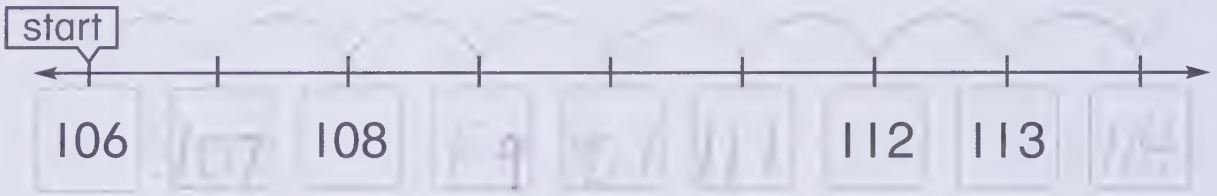


1 hundred 2 tens 3 ones

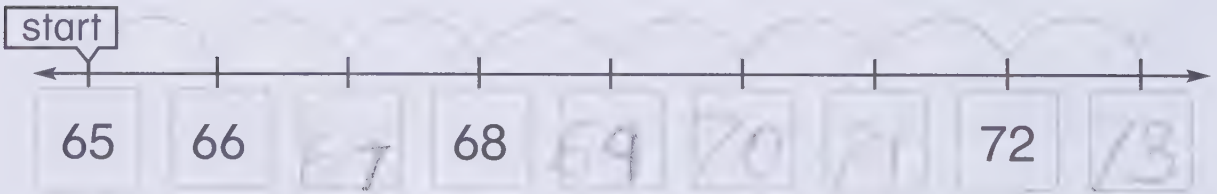
123

Count by ones. Write the missing numbers.

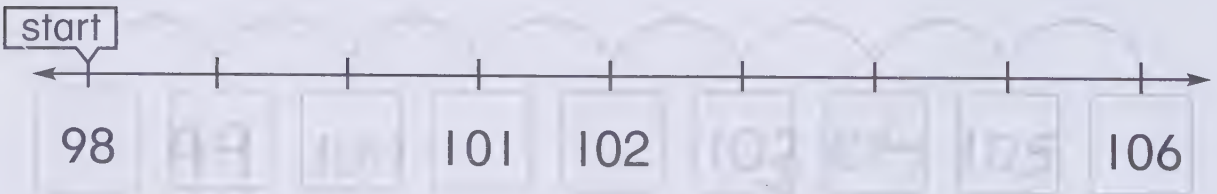
6.



7.



8.



## Explain Your Reasoning

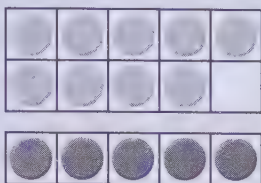
9. When you count by ones, what number 118, 119, 120, ? comes after 120? Explain how you know.



**Objective:** To apply the properties of operations as strategies to add

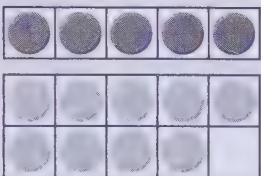
When you change the order of the addends, the sum is the same.

If you know that  
 $9 + 5 = 14$ ,



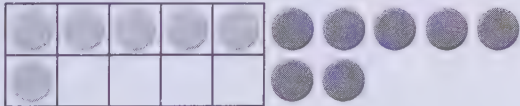
$$\begin{array}{r} \text{If you know} \quad 9 \\ + 5 \\ \hline 14 \end{array}$$

you also know that  
 $5 + 9 = 14$ .

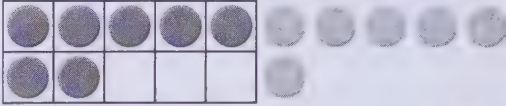


$$\begin{array}{r} \text{you also know} \quad 5 \\ + 9 \\ \hline 14 \end{array}$$

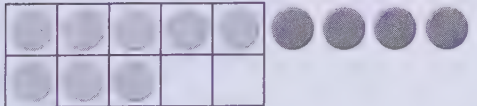
Find the sum. Change the order of the addends.  
Find the sum again.

1. 

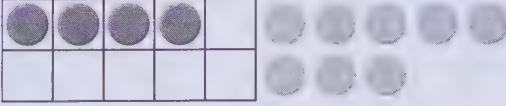
$$6 + 7 = 13$$



$$7 + 6 = 13$$

2. 

$$5 + 4 = 9$$





$$4 + 5 = 9$$

3. Explain why you can change the order of the addends without changing the sum.

Find the sum.

Change the order of the addends.

Find the sum again.

Use a  and  to help.

4.  $4 + 7 = 11$

$7 + 4 = 11$

5.  $6 + 9 = 15$

$9 + 6 = 15$

6.  $8 + 5 = 13$

$5 + 8 = 13$

7.  $7 + 8 = 15$

$8 + 7 = 15$

8.  $9 + 4 = 13$

$4 + 9 = 13$

9.  $8 + 6 = 14$

$6 + 8 = 14$

10.  $9 + 3 = 12$

$3 + 9 = 12$

11.  $7 + 9 = 16$

$9 + 7 = 16$

12.  $6 + 5 = 11$

$5 + 6 = 11$

13.  $3 + 8 = 11$

$8 + 3 = 11$

### Problem Solving

Solve. Use a strategy.

14. June writes an addition sentence

with a sum of 16. When she changes the order of the addends, her addition sentences are exactly the same. What addition sentences does Jane write?

$10 + 6 = 16$

$6 + 10 = 16$

### Test Preparation

15. Write two addition sentences that use the same addends and have the same sum.

$1 + 3 = 4$

$3 + 1 = 4$



**Objective:** To make 10 to find equivalent sums

You can make 10 to help find sums.  
Break apart one addend into two parts.  
Make 10. Then find the sum.

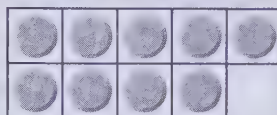
Add:  $9 + 6$ **Think**

$6 = 1 + 5$

$9 + 1 = 10$

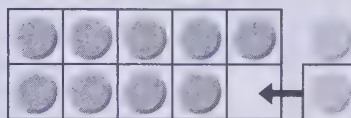
- ① Break apart 6  
to make 10.

$$\begin{array}{r} 9 + 6 \\ 9 + 1 + 5 \end{array}$$

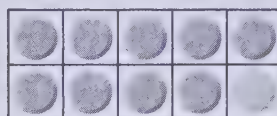


- ② Add to make 10.  $9 + 1 + 5$


$$\begin{array}{r} 9 + 1 + 5 \\ 10 + 5 \end{array}$$



- ③ Then add 5 more.  $10 + 5 = 15$

So,  $9 + 6 = 15$ .

Break apart one addend into two parts.  
Make 10. Then find the sum.

Use a   
and ● to help.

1.  $8 + 5 = ?$

$$\begin{array}{r} 8 + 2 + 3 = ? \\ 10 + 3 = 13 \end{array}$$

So,  $8 + 5 = 13$ .

2.  $7 + 4 = ?$

$$\begin{array}{r} 7 + 3 + 1 = ? \\ 10 + 1 = 11 \end{array}$$

So,  $7 + 4 = 11$ .

3. Explain how you would make 10  
to find the sum for  $8 + 4$ .

Break apart one addend into two parts. Make

10. Find the sum. You can use ● to help.

4.  $9 + 3 = ?$

7 + 1 + 2 = 12

5.  $7 + 8 = ?$

5 + 2 + 8 = 15

6.  $4 + 9 = ?$

1 + 3 + 4 = 13

7.  $6 + 7 = ?$

3 + 3 + 7 = 13

8.  $5 + 7 = ?$

3 + 2 + 7 = 12

9.  $8 + 9 = ?$

4 + 4 + 9 = 17

10.  $6 + 8 = ?$

3 + 3 + 8 = 14

11.  $9 + 7 = ?$


2 + 5 + 9 = 16


### Problem Solving


Solve. Use a strategy.

12. Mario has 5 .

Ella has 8 .

How many more  does Ella have than Mario?

3 

13. Ms. Ruiz has 11 . She

sells some . Now she

has 4  left. How many

 does Ms. Ruiz sell?

7 

### What's the Error?

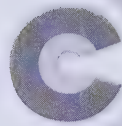
14. Luis added 9 and 5. What error did he make?

$9 + 5$

$9 + 1 + 3$

$10 + 3 = 13$

So,  $9 + 5 = 13$



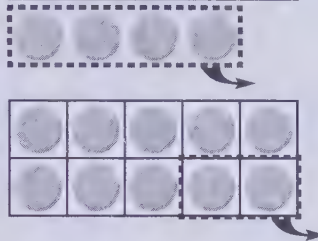
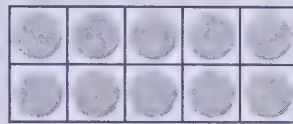
**Objective:** To make 10 to help with subtraction from numbers greater than 10

You can make 10 to help subtract.

- Break apart the number subtracted into two parts.
- Subtract one part from the whole to make 10.
- Then subtract the other part.

Subtract:  $14 - 6$

- ① Start with 14.  
Break apart 6.  
Subtract 4  
to make 10.



$$\begin{array}{r} 14 - 6 \\ 14 - 4 - 2 \\ \hline 10 - 2 = 8 \end{array}$$

- ② Then subtract  
2 more.

So,  $14 - 6 = 8$ .

Subtract one part from the whole to make 10.  
Then subtract the other part.

Use a 


  
and ● to help.

1.  $15 - 9$

$$\begin{array}{r} 15 - 5 - 4 \\ \hline 10 - 4 = 6 \end{array}$$

So,  $15 - 9 = 6$ .

2.  $16 - 7$

$$\begin{array}{r} 16 - 6 - 1 \\ \hline 10 - 1 = 9 \end{array}$$

So,  $16 - 7 = 9$ .

**Take Over**

3. Explain how you would make 10 to find the difference of  $14 - 9$ .



Subtract one part from the whole to make 10.  
Then subtract the other part.

Use a 


  
and ● to help.

4.  $17 - 8 = 9$

5.  $13 - 9 = 4$

6.  $15 - 7 = 8$

7.  $16 - 8 = 8$

8.  $18 - 9 = 9$

9.  $14 - 7 = 7$

10.  $13 - 6 = 7$

11.  $13 - 8 = 5$

**Problem Solving**

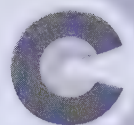
Solve. Use a strategy.

12. Al has 6 fewer ● than Jean. Jean has 15 ●.  
How many ● does Al have?

13. There were 17 ● in the store.  
Some ● were sold. Now there are 9 ● in the store.  
How many ● were sold?

**Critical Thinking**

14. Explain why you cannot make 10 to subtract  $16 - 3$ .



**Objective:** To understand the meaning of the equals sign and to determine if an equation is true or false

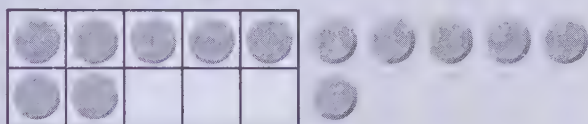
A number sentence can be true or false.

- A number sentence is **true** when both sides of the equals sign make the same number.

= means  
is the same as

A number sentence is **false** when both sides of the equals sign do not make the same number.

Is  $7 + 6 = 13$  true or false? Is  $14 - 8 = 7$  true or false?

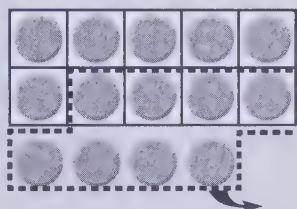


Add to check.

$$7 + 6 = 13$$

Does  $13 = 13$ ? Yes.

So,  $7 + 6 = 13$  is true.



Subtract to check.

$$14 - 8 = 6$$

Does  $6 = 7$ ? No.

So,  $14 - 8 = 7$  is false.

Circle the number sentences that are true.

Cross out the number sentences that are false.

1.  $13 = 8 + 5$

2.  ~~$10 - 6 = 3$~~

3.  $15 = 15$

4.  ~~$14 - 5 = 10$~~

5.  $3 - 1 = 10 - 8$

6.  $1 + 4 = 4 + 1$

Think Over

7. How can you check if a number sentence is true or false?

Name \_\_\_\_\_

Circle the number sentences that are true.

Cross out the number sentences that are false.

8.  $10 = 7 + 3$

9.  $9 + 5 = 16$

10.  $3 + 7 = 5 + 5$

11.  $4 + 0 = 13 - 9$

12.  $7 + 8 = 15$

13.  $20 - 10 = 5$

14.  $18 = 18$

15.  $17 = 1 + 7$

16.  $4 + 3 + 4 = 11$

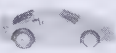


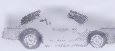
17.  $16 - 7 = 15 - 6$

18.  $19 = 9 + 10$

19.  $8 - 3 = 3 + 8$

**Problem Solving**



Solve. Use a strategy.

20. Paulo has 9 big . He has the same number of small  as big . How many  does Paulo have in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Paulo has 18 in all.

21. Allie has 11 toy .

Some  are green.Five  are brown.How many  are green?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5 are green.**Critical Thinking**

Show two ways to make each number sentence true.

22.  $9 + 9 = \underline{\quad}$

23.  $6 + 3 + 4 = \underline{\quad}$

24.  $\underline{\quad} = 7 - 7$

$9 + 9 = \underline{\quad}$

$6 + 3 + 4 = \underline{\quad}$

$\underline{\quad} = 7 - 7$



Name \_\_\_\_\_



**Objective:** To use pictures and equations to solve comparison problems with the unknowns in any position

You can add and subtract to compare.

Greta has 13 toys.  
Greta has 6 more toys than Sam.  
How many toys does Sam have?

Draw \_\_\_\_\_ to compare. 6 more

Greta		
Sam		

$$13 - 6 = 7$$

Sam has 7 toys.

Draw \_\_\_\_\_ to compare. Then add or subtract to solve.

1. Amy has 9 stickers. Gina has 4 more stickers than Amy. How many stickers does Gina have?

Amy		
Gina		

$$9 + 4 = 13$$

Gina has 13 stickers.

2. Floyd wins 14 tops. Sue wins 8 tops. How many fewer tops does Sue win?

Floyd		
Sue		

$$14 - 8 = 6$$

Sue wins 6 fewer tops.



3. Explain how subtraction can help you compare numbers.

Name \_\_\_\_\_

**Problem Solving** Draw \_\_\_\_\_ to compare.  
Then add or subtract to solve.

4. Rob has 12 pens.  
He has 7 more pens than Ally. How many pens does Ally have?

Rob	
Ally	

$$12 - 7 = 5$$

Ally has 5 pens.

5. Sally has 6 beads. Mae has 9 more beads than Sally. How many beads does Mae have?

Sally	
Mae	



$$6 + 9 = 15$$

Mae has 15 beads.

6. Ben has 9 pens. Allen has 7 more pens than Ben. How many pens does Allen have?

16 pens

7. Jo sold 17 hats. She sold 10 fewer ribbons. How many ribbons did Jo sell?

7 ribbons

### What's the Error?

8. Beth writes  $10 - 7 = 3$  to solve this problem. She says Ely has 3 tops. What error did Beth make?

Kyle has 10 tops.  
He has 7 fewer tops than Ely. How many tops does Ely have?



**Objective:** To distinguish between attributes of plane figures and draw them based on defining attributes

Tim draws a figure. Circle the words that tell you that Tim draws a triangle.



3 sides

white

3 corners

small

The number of sides and the number of corners tell about the kind of figure.

The color and size do not.

Circle the words that tell about the kind of figure. Then draw the figure.

1. pentagon

red

2. circle

0 corners

5 sides

small

3. square

big

4. triangle

green

4 corners

3 sides

5. Explain how you can tell if a figure is a rectangle. Does the color or the size matter?



Circle the words that tell about the kind of figure.  
Then draw the figure.

6. circle

gray

7. triangle

turned

0 sides

3 corners

8. rectangle

tall

9. pentagon

blue

4 sides

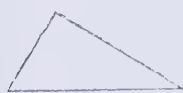
5 corners

**Problem Solving**

Solve. Use a strategy.

10. Marco draws a figure with fewer than 3 corners.  
Lisa draws a figure with the same number of corners as a square.  
Kayla draws a figure with 3 sides.

Which figure does each child draw?

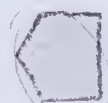


11. Sally uses these clues to draw a plane figure.

- It is small.
- It has 5 sides.
- It is gray.

Circle Sally's figure.

Explain how you decided.





**Objective:** To compose two-dimensional shapes using triangles, rectangles, squares, and parts of circles

**Step 1:** Put together two plane figures to make a new figure.

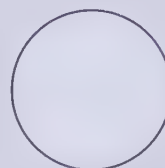
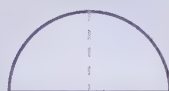
**Step 2:** Put together two of the new figure from step 1 to make other shapes.

Start with 2 quarter circles.

Make a half circle.

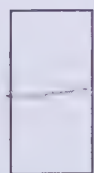
Use 2 half circles.

Make a new shape.



**a.** Draw lines to show how to use the plane figures to make a new figure. **b.** Draw to show how to use two of the new figure to make another shape.

**1. a.**



**b.**



**2. a.**



**b.**



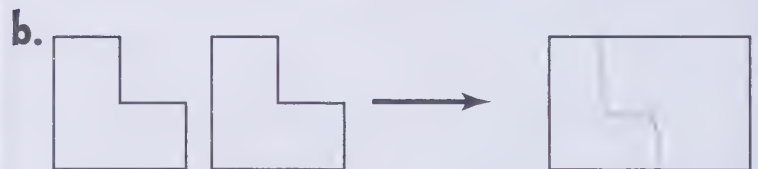
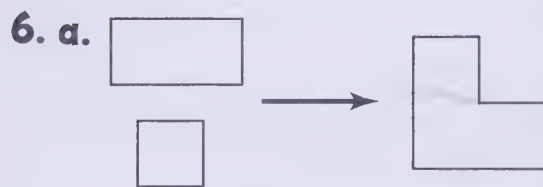
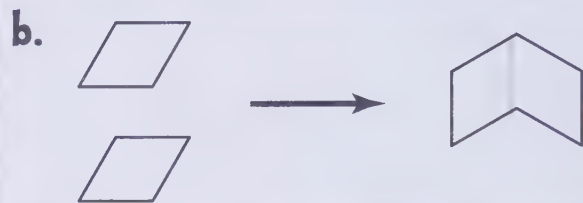
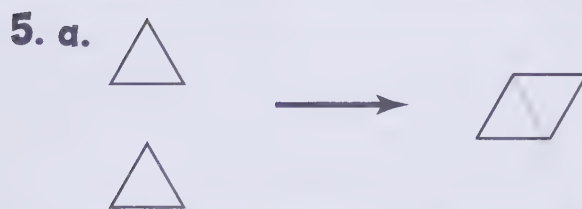
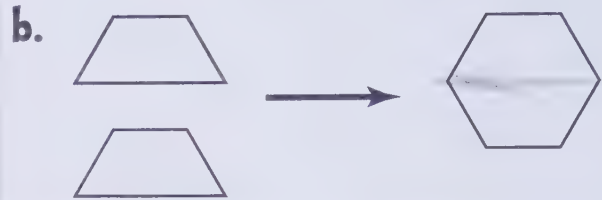
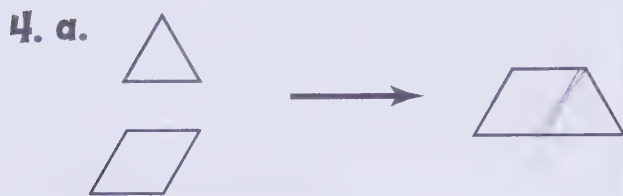
**Think Over**



**3.** Explain how to use 2 triangles to make a square.

Name \_\_\_\_\_

- a. Draw lines to show how to use the plane figures to make a new figure.
- b. Draw to show how to use two of the new figure to make another shape.



## Problem Solving

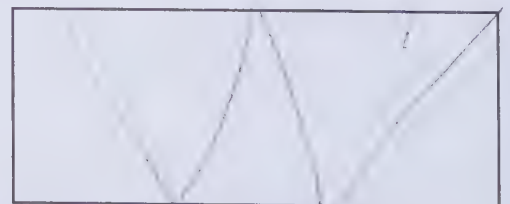
Solve. Use a strategy.

7. Bria uses 2 to make a . Then she uses 3 to make a hexagon. Draw lines to show how Bria makes the hexagon.



## Critical Thinking

8. Draw 4 shapes that could make this rectangle.

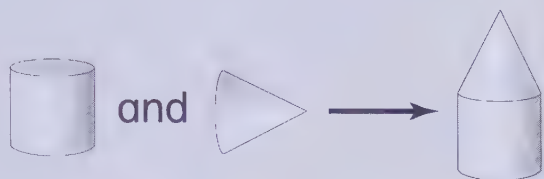






**Objective:** To compose three-dimensional figures using cubes, rectangular prisms, cones, and cylinders

**Step 1:** Put together two solid figures to make a new solid figure.

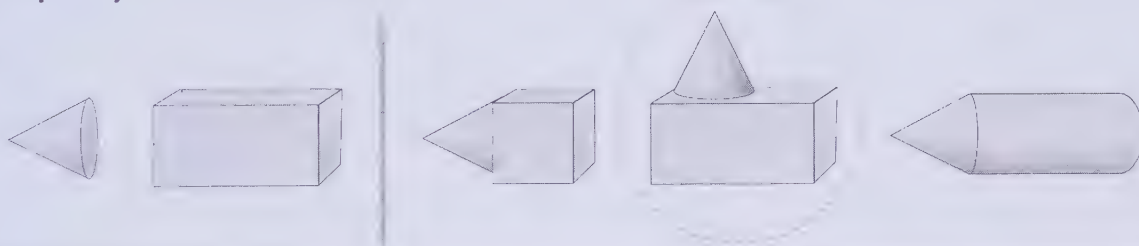


**Step 2:** Use the new figure from Step 1 to make other shapes.

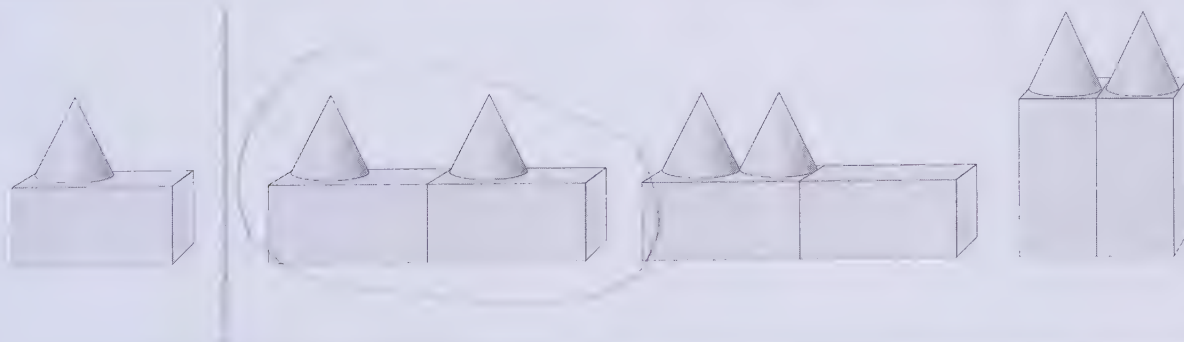


- Use the two solid figures. Circle the new figure you can make.
- Use two of the new figure from a. Circle the shape you can make.

1. a.



1. b.



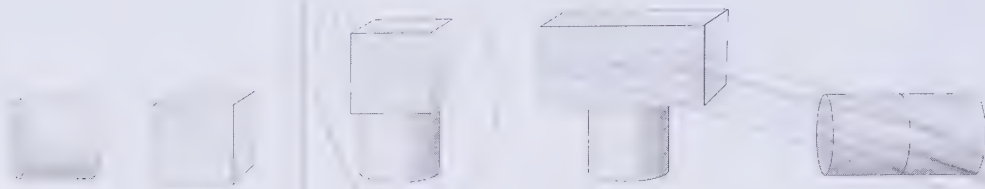
**Think Over**

- Can you combine 2 cylinders to make a rectangular prism? Why or why not?

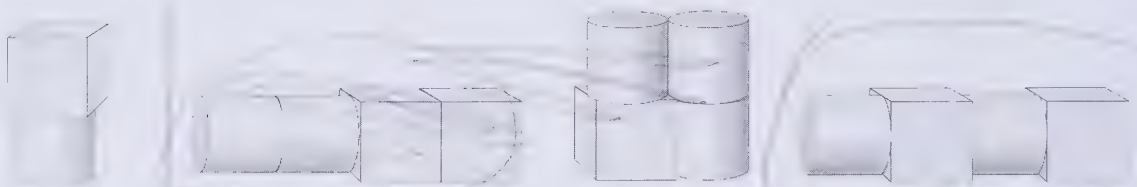
Name \_\_\_\_\_

- a. Use the two solid figures. Circle the new figure you can make.
- b. Use two of the new figure from a. Circle the shape you can make.

3. a.

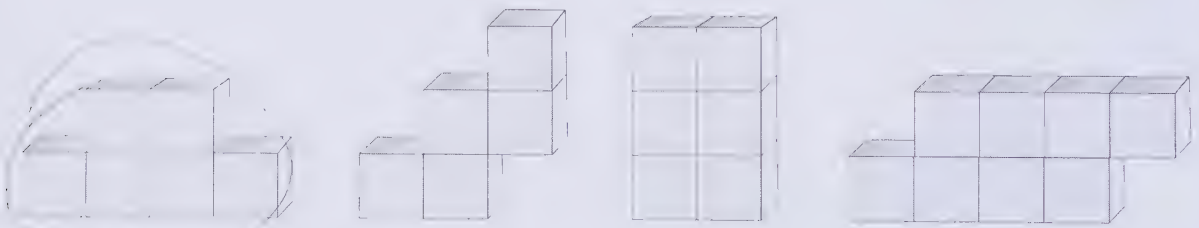
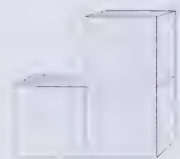


3. b.



## Critical Thinking

4. Vin uses 3 cubes to make this figure.  
Then he uses the figure to make other shapes.
- a. Circle the new figures Vin could make.

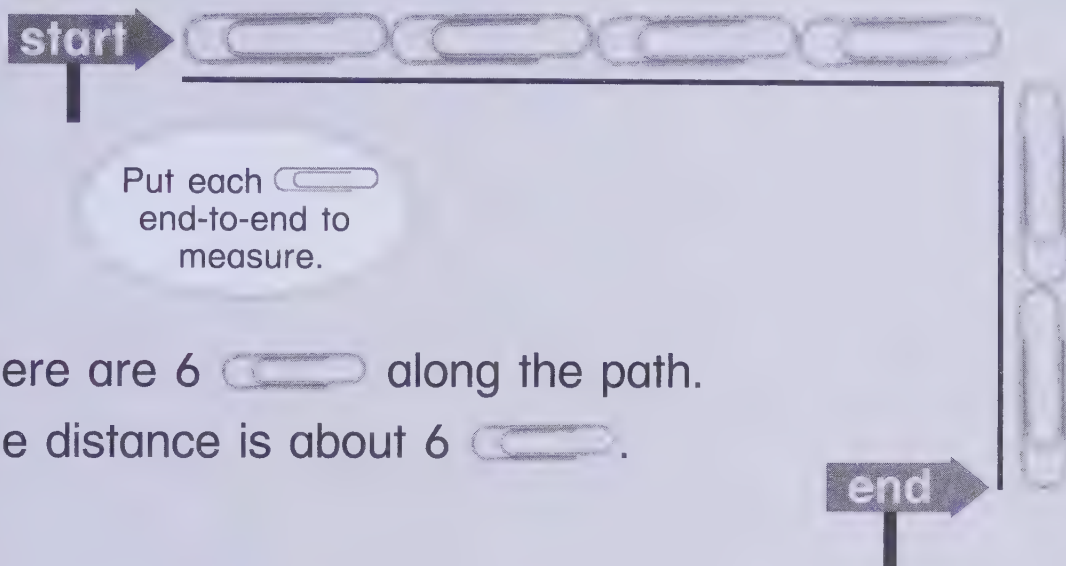


- b. Explain how Vin uses his figure with 3 cubes to make new figures.

**Objective:** To measure the distance along a two-segment path using nonstandard units

**Distance** is the length along a path.

Measure around the corner.



There are 6 paper clips along the path.

The distance is about 6 paper clips.

Use paper clips to measure the distance along each path.



about 3 paper clips



about \_\_\_\_\_ paper clips

**Think Over**

3. Describe how to measure the distance along a path.



Name \_\_\_\_\_

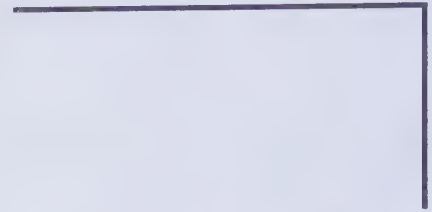
Use  to measure the distance along each path.

4.



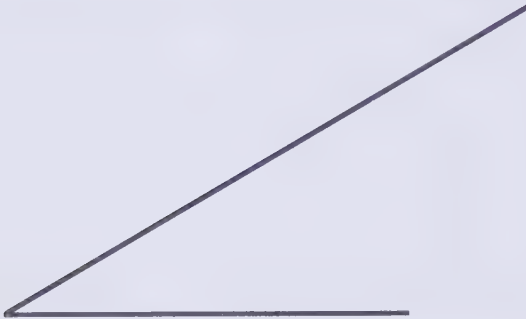
about 5 

5.



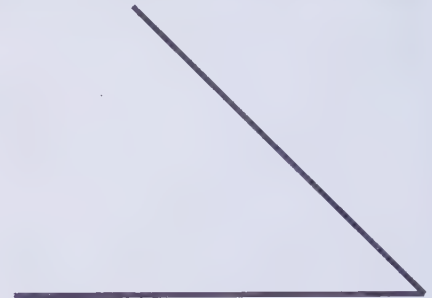
about 3 

6.



about 6 

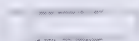
7.



about 8 

## Problem Solving


Solve. Use a strategy.

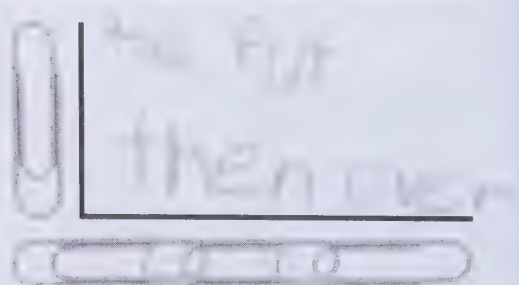
8. Mara uses . She measures the distance around both sides and the bottom of the picture of the flower pot. What is the distance?

about 4 



## What's the Error?

9. Joel says the distance along the path is about 4 . What error did he make?



**Objective:** To compare the lengths of two objects indirectly by using a third object

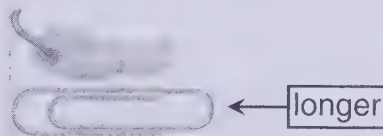
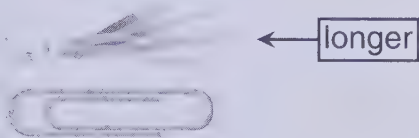
You can compare the lengths of two objects by using another object.

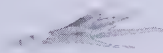



Which is longer?

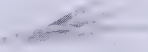

Use a .

Compare it to each object to decide.




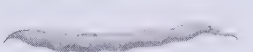
 is longer than .

 is longer than .



So,  is longer than .

Compare the length of each picture to a small .

Write **shorter** or **longer** to finish each sentence.

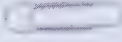
1.  is shorter than .


2.  is longer than .

3.  is shorter than .



4. How can you compare the lengths of two objects that are not side by side?

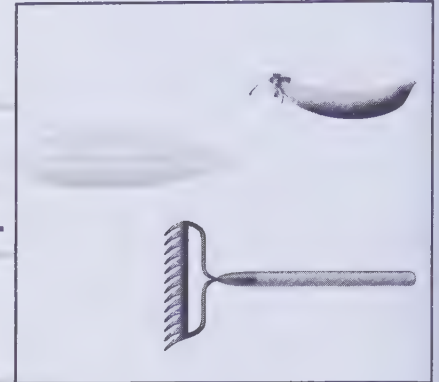
Name \_\_\_\_\_

Compare the length of each picture in the box to a small . Write **shorter** or **longer** to finish each sentence.

5. \_\_\_\_\_ is \_\_\_\_\_ than .

6. \_\_\_\_\_ is shorter than .

7.  is longer than .



## Problem Solving

Solve. Use a strategy.

8. Mary is shorter than Bob.  
Bob is shorter than Sam.  
Is Sam taller than or shorter than Mary?

Sam is taller than Mary.

9. Julio is taller than Elle.  
Fran is shorter than Elle.  
Who is the shortest?


Fran

## Test Preparation

10. Compare each picture to a small .



Write **shorter** or **longer** to finish each sentence.

a. The  is shorter than the .

b. The  is longer than the .

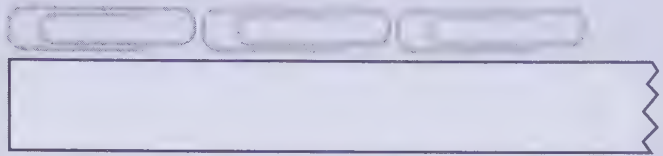




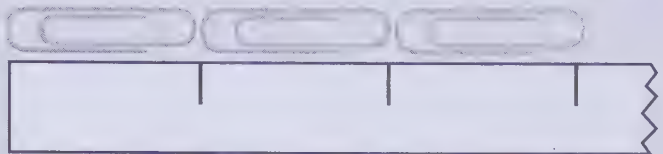
**Objective:** To use a ruler with nonstandard units to measure length

► Make a ruler.

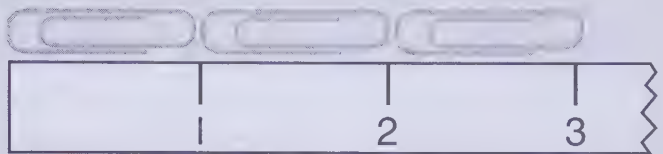
① Line up small paper clips along a strip of paper.



② Mark the paper at the end of each paper clip.



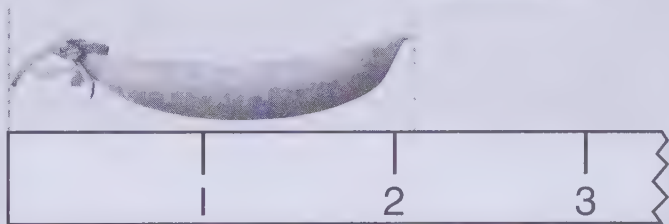
③ Number the marks. Each mark on the ruler means 1 unit.



► Use the marks on your ruler to measure small objects.

The peapod is about 2 units long.

Line up one end of the object with the end of your ruler.



Use your ruler to measure the length of each picture.



about 2 units



about 3 units

**Talk It Over**

3. Explain how to use a ruler to find the length of an object.

Name \_\_\_\_\_

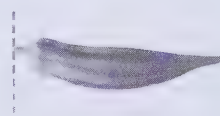
Use your ruler to measure the length of each picture.

4.



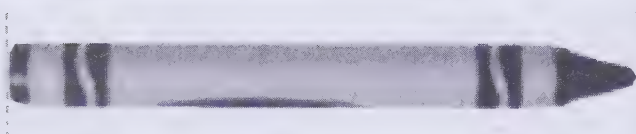
about 5 units

5.



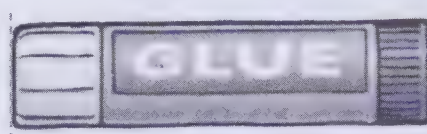
about 1 units

6.



about 4 units

7.



about 3 units

## Problem Solving

Solve. Use a strategy.

8. James draws a line that is 5 units long.  
Sonia draws a line that is 2 units long.  
Who draws the longer line? How much longer?  
Use your ruler. Draw to solve.

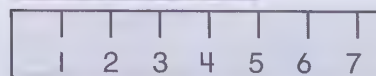
James draws the longer line. It is 3 units longer.

## Explain Your Reasoning

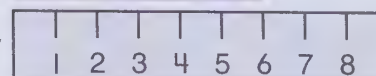
9. Cara and Andy made rulers. They measure a book. Cara says the book is 5 units long. Andy says it is 6 units long. Why are their answers different?



Cara



Andy





**Objective:** To add 2 two-digit numbers using drawings

The soccer team scored 26 goals last year.  
This year they scored 31 goals. How many goals  
did the team score altogether in both years?

$$26 + 31 = ?$$

Draw the addends.      Add the ones.      Then add the tens.

tens	ones
20	6
30	1
50	7

tens	ones
2	6
3	1
5	7

tens	ones
2	6
3	1
5	7

The drawing shows a total of 5 tens and 7 ones.  
The team scored 57 goals altogether in both years.

Add. Draw tens and ones to help.

1.

tens	ones
3	2
2	4
5	6

tens	ones

2.

tens	ones
4	5
1	3
5	8

tens	ones

3.

tens	ones
2	0
2	7
4	7

tens	ones

4.

tens	ones
1	1
6	8
7	9

tens	ones

THINK IT OVER

5. Tell how you use drawings to help  
you add tens and ones.



Name \_\_\_\_\_

Add. Draw tens and ones to help.

tens	ones
3	4
+ 1	3
<hr/>	

tens	ones

tens	ones
2	8
+ 4	0
<hr/>	

tens	ones

tens	ones
5	4
+ 2	5
<hr/>	

tens	ones

tens	ones
6	1
+ 3	7
<hr/>	

tens	ones

## Problem Solving

Solve. Use a strategy.

10. Mary has 23 stickers. Joe has 2 more stickers than Mary. How many stickers do they have in all?

25 stickers

11. Emily wins 38 tickets. Louis wins 7 fewer tickets than Emily. How many tickets do they win altogether?

31 tickets

## Test Preparation

- 12a. Karen scores 21 points in a game. Debby scores 4 more points than Karen. How many points does Debby score?

25

- 12b. In the same game, Ani scores 3 more points than Debby. How many points does Ani score?

28

- 12c. How many points did the three girls score in all?

74



**Objective:** To count on by tens or ones from a two-digit number to add

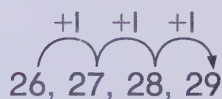
You can count on to add.

What is 3 more than 26?

Start at 26.

Count on 3 ones.

3 = 3 ones



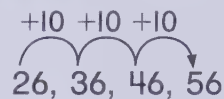
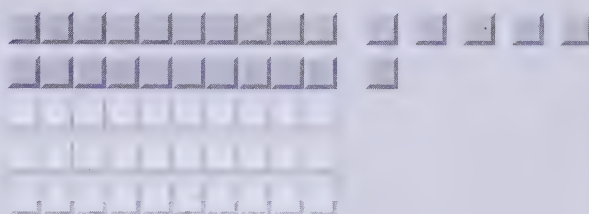
29 is 3 more than 26.

What is 30 more than 26?

Start at 26.

Count on 3 tens.

30 = 3 tens



56 is 30 more than 26.

Model each number. Count on by ones to find the number that is more.

1. 2 more than 17

19

2. 3 more than 24

27

3. 1 more than 45

46

Model each number. Count on by tens to find the number that is more.

4. 30 more than 28

58

5. 20 more than 15

35

6. 10 more than 37

47



7. Explain how to count on to find 30 more than 23.

Name \_\_\_\_\_

Count on by ones to find the number that is more.

Use  and  to check.

8. 3 more than 52      9. 1 more than 74      10. 2 more than 85

557587

11. 1 more than 48      12. 4 more than 32      13. 3 more than 60

493663

Count on by tens to find the number that is more.

Use  and  to check.

14. 20 more than 41      15. 30 more than 54      16. 10 more than 89

618499

17. 40 more than 13      18. 20 more than 70      19. 30 more than 39

539069**Problem Solving**

Solve. Use a strategy.

20. Paul sees 42 kites. Alicia sees 3 more kites than Paul sees. How many kites does Alicia see?

Alicia sees 45 kites.

21. Kayla jumps 11 times. She jumps 20 more times. Then she jumps 3 more times. How many times does Kayla jump in all?

Kayla jumps 34 times.**What's the Error?**

22. Tia says that 3 more than 59 is 61. What error did she make?





**Objective:** To use strategies to add one-digit numbers or multiples of 10 to two-digit numbers

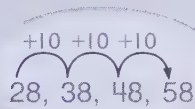
Use different strategies to add.

Count On to Add

$$30 + 28 = ?$$

- ① Change the order of the addends if you need to.
- ② Then count on by tens.

$$\begin{array}{r} 30 \\ + 28 \\ \hline ? \end{array} \quad \begin{array}{r} 28 \\ + 30 \\ \hline 58 \end{array}$$



$$\begin{array}{l} 30 + 28 = 58 \\ 28 + 30 = 58 \end{array}$$

Break Apart to Add

$$42 + 7 = ?$$

- ① Break apart one addend into tens and ones.
- ② Add the ones.
- ③ Then add the tens.

$$\begin{array}{r} 42 \\ + 7 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ 2 \\ + 7 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ 2 \\ + 7 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ 9 \\ + 9 \\ \hline 49 \end{array}$$

$$42 + 7 = 49$$

Count on to add.

$$\begin{array}{r} 20 \\ + 19 \\ \hline ? \end{array} \quad \begin{array}{r} 19 \\ + 20 \\ \hline 39 \end{array}$$

Break apart to add.

$$\begin{array}{r} 33 \\ + 5 \\ \hline ? \end{array} \quad \begin{array}{r} 30 \\ 3 \\ + 5 \\ \hline ? \end{array} \quad \begin{array}{r} 30 \\ 3 \\ + 5 \\ \hline 38 \end{array}$$

**Think Out Loud**

3. Explain how you could add 52 and 6.

Name \_\_\_\_\_

Use a strategy to find the sum.

$$\begin{array}{r} 4. \quad 30 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 20 \\ + 63 \\ \hline \end{array}$$

**Think**.....

Use these strategies:

- Count On to Add
- Break Apart to Add

$$\begin{array}{r} 6. \quad 24 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 73 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 41 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 60 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 54 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 20 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 82 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 26 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 77 \\ + 2 \\ \hline \end{array}$$

**Problem Solving**

Solve. Use a strategy.

15. Elio has 3 dimes. He finds 19¢.

Now Elio has 49.

16. Jared has 23¢. Marta has 6 pennies.

Jared and Marta have 29.**Critical Thinking**

17. Jan added to find  $56 + 23 = 79$ . She says that  $23 + 56 = 80$ . Which number sentence is false? How do you know?



**Objective:** To use strategies to add two 2-digit numbers

Use strategies to add.  $25 + 32 = ?$

One Way to Add

- ① Break apart one addend into tens and ones.
- ② Count on by tens.
- ③ Count on by ones.

$$\begin{array}{r}
 25 \\
 + 32 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 25 \\
 + 30 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 55 \\
 + 2 \\
 \hline
 \end{array}
 = 57$$

So,  $25 + 32 = 57$

Another Way to Add

- ① Break apart both addends into tens and ones.
- ② Add the tens.
- ③ Add the ones.
- ④ Add the sums.

$$\begin{array}{r}
 25 \\
 + 32 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 20 \\
 + 30 \\
 \hline
 \end{array}
 +
 \begin{array}{r}
 5 \\
 + 2 \\
 \hline
 \end{array}
 = 50 + 7 = 57$$

Break apart one addend. Add.

1.

$$\begin{array}{r}
 46 \\
 + 17 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 46 \\
 + 10 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 56 \\
 + 7 \\
 \hline
 \end{array}
 = 63$$

Break apart both addends. Add.

2.

$$\begin{array}{r}
 61 \\
 + 19 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 60 \\
 + 10 \\
 \hline
 \end{array}
 +
 \begin{array}{r}
 1 \\
 + 9 \\
 \hline
 \end{array}
 = 70 + 10 = 80$$

**Take It Over**

3. Explain two different ways to add 37 and 42.

$$37 + 42 = ?$$



Name \_\_\_\_\_

Use a strategy to find the sum.

$$\begin{array}{r} 4. \quad 28 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 55 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 36 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 73 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 58 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 15 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 67 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 21 \\ + 63 \\ \hline \end{array}$$

**Problem Solving**

Solve. Use a strategy.

13. Alma has some party hats. 17 hats are pink. 15 hats are blue. How many hats does Alma have?

Alma has \_\_\_\_\_ party hats.

14. Jamal has 39 party stickers. Ed has 11 more stickers than Jamal. How many stickers does Ed have?

Ed has \_\_\_\_\_ party stickers.

**Test Preparation**

15. What is the missing addend?  
Explain how you found the answer.

$$\begin{array}{r} 43 \\ + ? \\ \hline 90 \end{array}$$



**Objective:** To use bar models to solve addition problems with sums to 100

The team has 18 girls. The team has 17 boys.  
How many children are on the team?

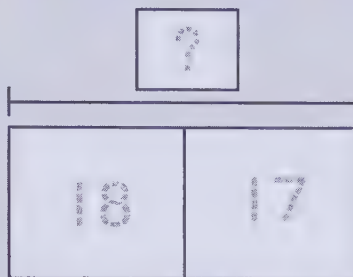
$$18 + 17 = ?$$

Use a bar model to help.

One part is 18.

The other part is 17.

Find the whole.



Add to solve.

$$\begin{array}{r} 18 \\ + 17 \\ \hline 35 \end{array}$$

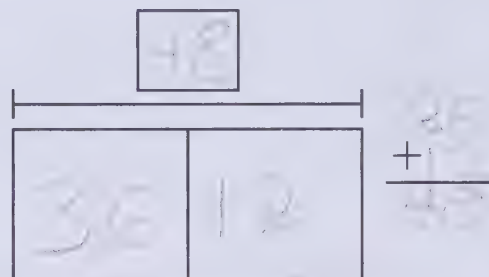
There are 35 children on the team.

Complete the bar model. Add to solve.

1. A store has 36 soccer balls.

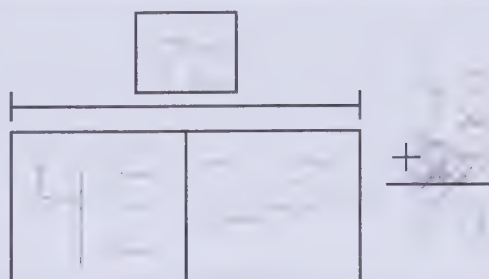
The store has 12 more footballs than soccer balls. How many footballs does the store have?

48 footballs



2. Greg played for 45 minutes. Then played for 25 minutes more. How many minutes did he play in all?

70 minutes



**Talk It Over**

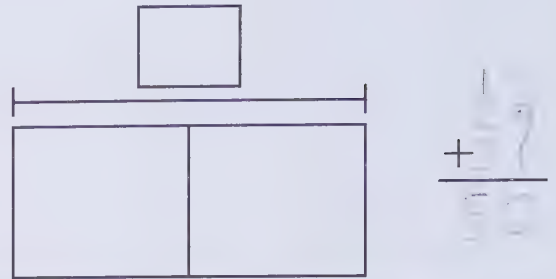
3. How can a bar model help you solve an addition problem?

Name \_\_\_\_\_

**Problem Solving** Complete the bar model.  
Add to solve.

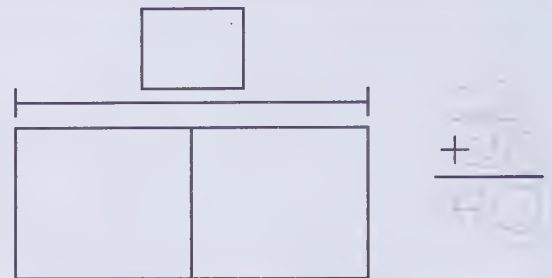
4. Marty scores 29 points in a computer game. His friend scores 21 points. How many points do they score in all?

50 points



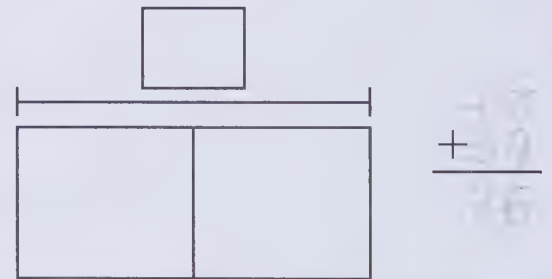
5. Jay's team swims 23 laps. Ann's team swims 20 more laps than Jay's. How many laps does Ann's team swim?

43 laps



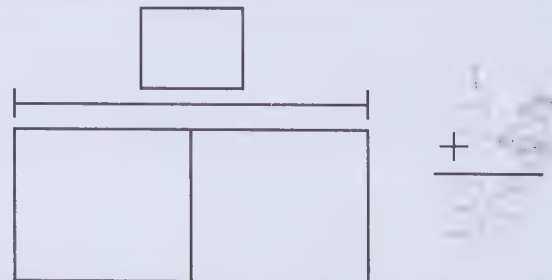
6. Ms. Ruiz sells some flags at the game. She sells 47 red flags. She sells 39 green flags. How many flags does Ms. Ruiz sell?

86 flags



7. Tom bowls 28 games. He bowls 8 fewer games than Angie. How many games does Angie bowl?

36 games



## Critical Thinking

8. Joy bought a water bottle for 35¢. Now she has 58¢. How much money did she have to start? 93 ¢





**Objective:** To find mentally, without having to count, 10 more or 10 less

Ray writes a number 10 less than 42.

Liz writes a number 10 more than 42.

What numbers do Ray and Liz write?

Find the number that is  
10 less than 42.

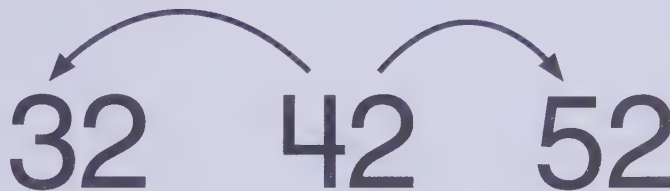
Start at 42.

Count back 10.

Find the number that is  
10 more than 42.

Start at 42.

Count on 10.



32 is 10 less than 42.  
Ray writes the number 32.

52 is 10 more than 42.  
Liz writes the number 52.

Use mental math. Write the number that is 10 more.

1. 15 25

2. 31 41

3. 86 96

4. 53 63

Use mental math. Write the number that is 10 less.

5. 26 36

6. 57 67

7. 64 74

8. 77 80

**Turned Over**

9. Explain how you can find the number that is 10 less than 18.

Use mental math.

Write the number that is 10 less  
and the number that is 10 more.

10. 53 63 73

11. 35 45 55

12. 11 21 31

13. 24 34 44

14. 47 57 67

15. 72 82 92

16. 68 78 88

17. 0 10 20

18. 80 90 100

**Problem Solving**

Solve. Use a strategy.

19. Derek has 23 balloons.  
Tina has 10 fewer balloons  
than Derek. How many  
balloons does Tina have?

13 balloons

20. Leah buys 36 plates and  
30 cups. Then she buys  
10 more plates. How many  
plates does Leah have?

46 plates

21. Ben made 29 hats. Sara  
made 10 fewer hats than  
Ben. Marco made 10 fewer  
hats than Sara. How many  
hats did Marco make?

9 hats

22. Julia has 12 red party  
horns. She has 10 more  
blue horns than red horns.  
How many party horns does  
Julia have in all?

22 party horns

**Test Preparation**

23. Write the number that is 10 more than 38. 48

Write the number that is 10 less than 84. 74



**Objective:** To subtract multiples of ten using the relationship between addition and subtraction

Mrs. Kim brings 50 apples to the school picnic. The children eat 30 apples. How many apples are left?

Subtract:  $50 - 30 = ?$

$$\begin{array}{r} 50 \\ -30 \\ \hline ? \end{array} \quad \begin{array}{r} 20 \\ +30 \\ \hline 50 \end{array} \quad \begin{array}{r} 50 \\ -30 \\ \hline 20 \end{array}$$

**Think**

$$\begin{array}{l} ? + 30 = 50 \\ 20 + 30 = 50 \end{array}$$

So,  $50 - 30 = 20$ .

There are 20 apples left.

Use addition to find the difference.

Write the addition you use. Then write the difference.

1.  $80 - 20 = ?$

$$\begin{array}{r} 60 \\ + 20 \\ \hline 80 \end{array} \quad \begin{array}{r} 80 \\ - 20 \\ \hline 60 \end{array}$$

2.  $90 - 50 = ?$

$$\begin{array}{r} 40 \\ + 50 \\ \hline 90 \end{array} \quad \begin{array}{r} 90 \\ - 50 \\ \hline 40 \end{array}$$

3.  $50 - 10 = ?$

$$\begin{array}{r} 50 \\ -10 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ +10 \\ \hline 50 \end{array} \quad \begin{array}{r} 50 \\ -10 \\ \hline 40 \end{array}$$

4.  $60 - 40 = ?$

$$\begin{array}{r} 60 \\ -40 \\ \hline ? \end{array} \quad \begin{array}{r} 20 \\ +40 \\ \hline 60 \end{array} \quad \begin{array}{r} 60 \\ -40 \\ \hline 20 \end{array}$$

5. What addition sentence can you use to find  $80 - 70$ ? Why?



Use addition to find the difference.

Write the addition you use. Then write the difference.

$$6. \quad 50 - 40 = \underline{10} \qquad 7. \quad 90 - 60 = \underline{30}$$

$$\underline{40} + \underline{10} = \underline{50} \qquad \underline{60} + \underline{30} = \underline{90}$$

$$8. \quad 60 - 20 = \underline{40} \qquad 9. \quad 70 - 50 = \underline{20}$$

$$\underline{20} + \underline{40} = \underline{60} \qquad \underline{20} + \underline{50} = \underline{70}$$

$$10. \quad 80 - 30 = \underline{50} \qquad 11. \quad 40 - 40 = \underline{0}$$

$$\underline{30} + \underline{50} = \underline{80} \qquad \underline{0} + \underline{40} = \underline{40}$$

$$12. \quad 70 \qquad 13. \quad 80 \qquad 14. \quad 90$$

$$\underline{-30} \quad \underline{+40} \qquad \underline{-10} \quad \underline{+10} \qquad \underline{-70} \quad \underline{+20}$$

### Problem Solving

Solve. Use a strategy.

15. Sam had 90 hats to sell. He sold some hats. Now he has 40 hats. How many hats did Sam sell?

50 hats

16. James bakes 80 muffins. He bakes 10 more muffins than June. How many muffins did June bake?

70 muffins

### Test Preparation

17. What is the difference?

Write an addition sentence you can use to find the difference.

$$80 - 60 = \underline{20}$$

$$\underline{20} + \underline{60} = \underline{\quad}$$



**Objective:** To count back by tens or ones from a two-digit number

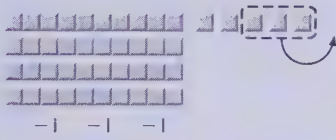
You can count back to subtract.

What is 3 less than 45?

Start at 45.

Count back 3 ones.

3 = 3 ones



42, 43, 44, 45

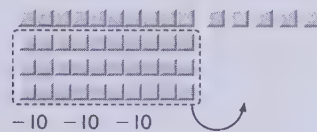
42 is 3 less than 45.

What is 30 less than 45?

Start at 45.

Count back 3 tens.

30 = 3 tens



15, 25, 35, 45

15 is 30 less than 45.

Model each number. Count back by ones to find the number that is less.

1. 2 less than 19

17

2. 3 less than 24

21

3. 1 less than 38

37

Model each number. Count back by tens to find the number that is less.

4. 30 less than 68

38

5. 20 less than 56

36

6. 10 less than 30

20

**Think Over**

7. Explain how to count back to find 20 less than 83.

63

Name \_\_\_\_\_

Count back by ones to find the number that is less.

Use  and  to check.

8. 3 less than 76

73

9. 2 less than 52

50

10. 4 less than 27

23

11. 3 less than 85

82

12. 1 less than 99

98

13. 4 less than 68

64

Count back by tens to find the number that is less.

Use  and  to check.

14. 20 less than 84

64

15. 10 less than 29

19

16. 40 less than 97

57

17. 30 less than 72

42

18. 40 less than 70

30

19. 20 less than 61

41**Problem Solving**

Solve. Use a strategy.

20. Jean makes 3 fewer cards than Amad. Amad makes 28 cards. How many cards does Jean make?

Jean makes 25 cards.

21. Gavin uses two colors to make 36 hats. Some hats are blue. 20 hats are green. How many hats are blue?

16 hats are blue.**What's the Error?**

22. Ava says that 40 less than 84 is 80.  
What error did Ava make?





**Objective:** To use bar models to solve subtraction problems within 100

There are 56 balloons.  
Some balloons pop.  
Now there are 44 balloons.  
How many balloons pop?

The whole is 56.  
One part is 44.  
You need to find  
the other part.  
Subtract to solve.

Subtract:  $56 - 44 = ?$

12 balloons pop.

You can use a bar model to help.

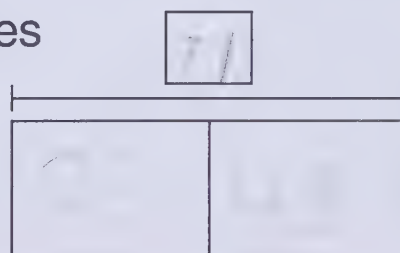


$$\begin{array}{r} 56 \\ - 44 \\ \hline 12 \end{array}$$

Use a bar model. Subtract to solve.

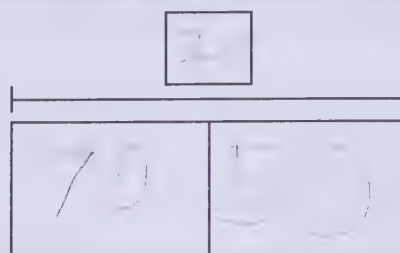
1. Emma makes 48 hats. Suki makes 23 fewer hats. How many hats does Suki make?

Suki makes 25 hats.



2. Judy has 70¢. She spends 50¢ on a toy. How much money does Judy have now?

Judy has 20 ¢ now.



**Talk It Over**

3. How does the bar model help you know which number to subtract from?

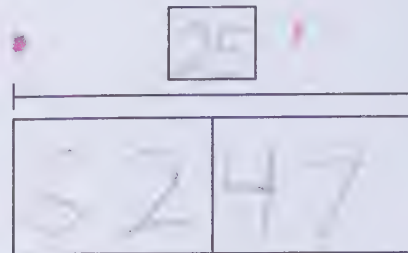
Name \_\_\_\_\_

**Problem Solving**

Use a bar model. Subtract to solve.

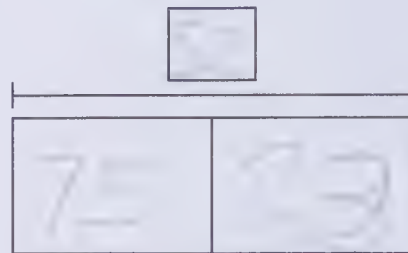
4. Mr. Brown invites 62 friends to a party. 47 friends come to the party. How many friends do not come to the party?

15 friends do not come.



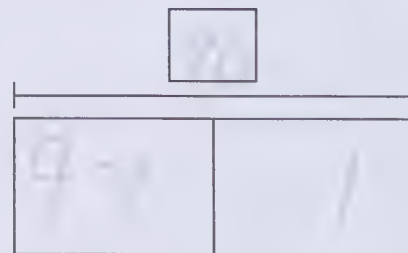
5. Gary has 75 toys for his party. He gives some away. Now he has 23 toys. How many toys does Gary give away?

Gary gives away 52 toys.



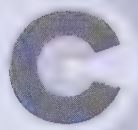
6. Angela has 97 party stickers. She has 21 more stickers than Frank. How many stickers does Frank have?

Frank has 76 stickers.

**Explain Your Reasoning**

7. Carl has 80¢. He buys a gift box. Does he have enough money to buy a card? Explain how you decided.





**Objective:** To compare one half, one third, and one fourth of the same whole

Tina and Eli have sheets of paper that are the same size. Tina folds her paper into fourths. She colors a quarter of her paper. Eli folds his paper into halves. He colors half of his paper.

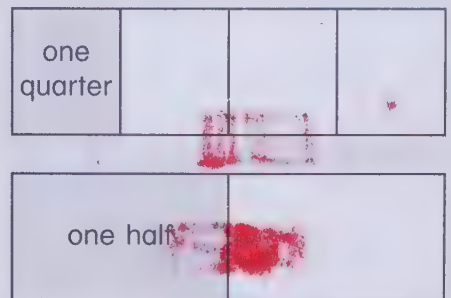
One quarter is the same as one fourth.

Who colors the smaller part?

The paper with more equal parts has smaller parts.

$\frac{1}{4}$  is less than  $\frac{1}{2}$ .

Tina colors the smaller part.



Color to show each fraction. Compare the fractions.

Circle the fraction for the larger part.

1.

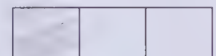


one half      one fourth

2. one fourth



one third



3.



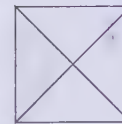
$\frac{1}{3}$

$\frac{1}{2}$

4.



$\frac{1}{2}$



$\frac{1}{4}$

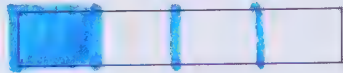
5. Explain why one fourth of a pizza is smaller than one half of a pizza that is the same size.



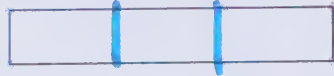
Name \_\_\_\_\_

Draw and color to show each fraction.  
Compare the fractions.  
Circle the fraction for the smaller part.

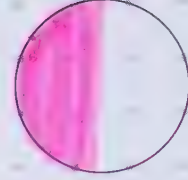
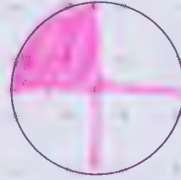
6. one fourth



one third



7.



one quarter one half

8.

$\frac{1}{3}$



$\frac{1}{2}$



9.

$\frac{1}{2}$



$\frac{1}{4}$



## Problem Solving

Solve. Use a strategy.

10. Two crackers are the same size. Eva eats one half of her cracker. Ray eats one third of his cracker. Who eats more?

**Eva** eats more.

11. Two apples are the same size. Seth eats one fourth of his apple. Kate eats one half of her apple. Who eats less?

\_\_\_\_\_ eats less.

## What's the Error?

12. Will cuts a ribbon into 2 equal pieces. Lisa cuts the same size ribbon into 3 equal pieces. Lisa says her pieces are longer because 3 is greater than 2. What is Lisa's error?

## Additional CCSS Practice

2

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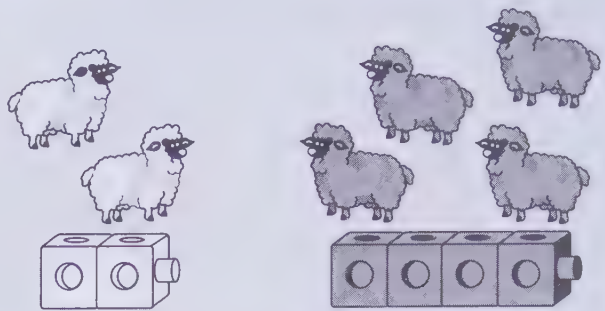
12

### Fractions and Probability

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Look at the picture.

Put together  and  to model a story.





$$2 + 4 = 6$$

There are 6 sheep in the pen.

Put together  and  to model each addition story.



Write the addition sentence.

1.  

$$\underline{3} + \underline{3} = \underline{6}$$

2.  


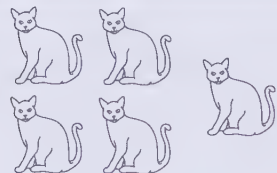
$$\underline{1} + \underline{2} = \underline{3}$$

3.  

$$\underline{3} + \underline{1} = \underline{4}$$

4.  

$$\underline{2} + \underline{2} = \underline{4}$$

5.  

$$\underline{1} + \underline{5} = \underline{6}$$

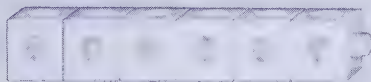
6.  

$$\underline{2} + \underline{2} = \underline{4}$$



# Equivalent Sums

Name \_\_\_\_\_



Add:  $5 + 6$


Break apart 6. → Next add the doubles. → Then add 1 more.

$$\begin{array}{r} 5 + 6 \\ 5 + 5 + 1 \end{array}$$

$$\begin{array}{r} 5 + 5 + 1 \\ 10 + 1 \end{array}$$

$$\begin{array}{r} 10 + 1 = 11 \\ \text{So, } 5 + 6 = 11. \end{array}$$

Break apart one addend. Add an easy fact first.

Find the sum. You can use  to help.

$$\begin{array}{r} 1. \quad 4 + 5 \\ 4 + 4 + 1 \\ 8 + 1 = 9 \end{array}$$

So,  $4 + 5 = 9$ .

$$\begin{array}{r} 2. \quad 2 + 3 \\ 2 + 2 + 1 \\ 4 + 1 = 5 \end{array}$$

So,  $2 + 3 = 5$ .

3.  $3 + 4 = ?$

$$1 + 2 + 4 = 7$$

4.  $4 + 8 = ?$

$$2 + 2 + 8 = 12$$

5.  $5 + 7 = ?$

$$2 + 3 + 7 = 12$$

6.  $5 + 3 = ?$

$$2 + 3 + 3 = 8$$

# Solve Addition Word Problems

Name \_\_\_\_\_

Amy has 1



John has 2



Dee has 3



How many do they have in all?



$$1 + 2 + 3 = 6$$

They have 6 in all.

Draw a picture or use



Write an addition sentence to solve.

1. There are 3 on a plant.



$$3 + 4 + 2 = 9$$

There are 4 on a rock.



There are in all.

There are 2 on the ground.



How many are there in all?

2. Fred finds 1 on a leaf.



$$1 + 5 + 1 = 7$$

Sue finds 5 on a stick.



They find in all.

Tim finds 1 under a rock.



How many do they find in all?



3. Beth counts 2 in the



barn. Ron counts 6 eating



seeds. Greg counts 3 in a



bush. How many do they



count in all?

$$2 + 6 + 3 = 11$$

They count in all.



4. Pat sees 5 small



sees 4 big



1 very big



How many does Pat see in all?

$$5 + 4 + 1 = 10$$

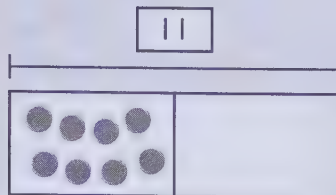
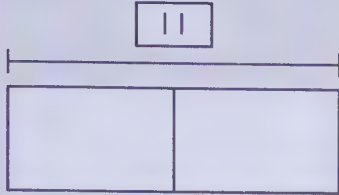
Pat sees in all.



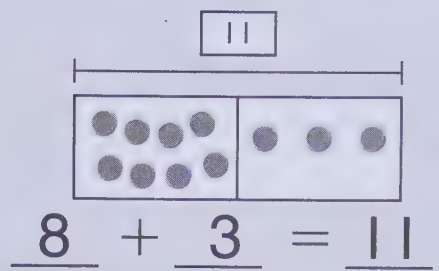
# Solve for Unknowns

Name \_\_\_\_\_

You can draw ● to find a missing number.



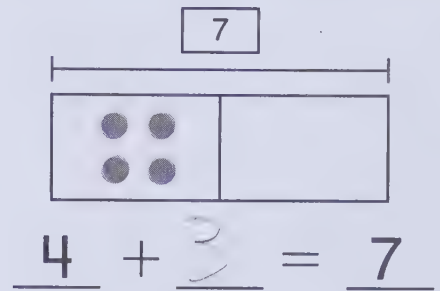
$$8 + \underline{\quad} = 11$$



$$8 + 3 = 11$$

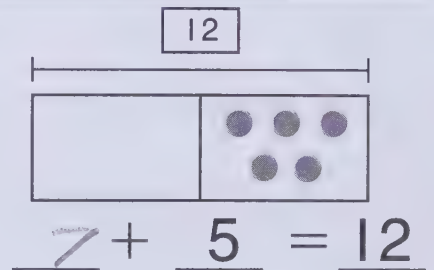
Solve. Draw ● to help.

1. There are 4 sleeping.  
Some are eating.  
There are 7 in all.  
How many are eating?  
There are 3 eating.



$$4 + 3 = 7$$

2. Steve puts some on the table.  
He puts 5 on a chair.  
Steve has 12 in all.  
How many does Steve put on the table?  
Steve puts 7 on the table.



$$7 + 5 = 12$$

3. Alex sees 6 one day.  
He sees 2 the next day.  
How many does Alex see?  
Alex sees 8 .

4. There are 9 in a bowl.  
Three of the are small.  
The rest are big.  
How many big are in the bowl?  
There are 6 big .

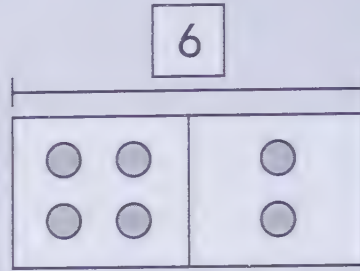
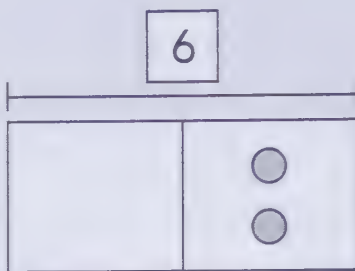


# Find Differences

Name \_\_\_\_\_

You can draw ● to find an unknown number.

$$6 - \underline{\quad ? \quad} = 2$$



$$6 - \underline{\quad 4 \quad} = 2$$

Solve. Draw ● to help.

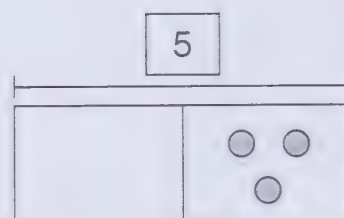
1. There are 5 ● on a table.

A bird eats some ●.

Now there are 3 ● on the table.

How many ● does the bird eat?

The bird eats 2 ●.



$$\underline{\quad 5 \quad} - \underline{\quad 2 \quad} = \underline{\quad 3 \quad}$$

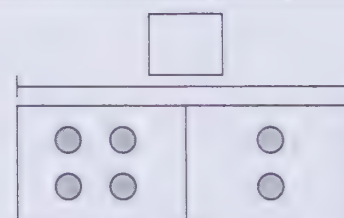
2. Children are playing with some ●.

They put 4 ● in a box.

Now they have 2 ●.

How many ● did the children have to start?

The children had 6 ● to start.



$$\underline{\quad 6 \quad} - \underline{\quad 4 \quad} = \underline{\quad 2 \quad}$$

3. Nancy has 4 ♡.

She gives 1 ♡ to a friend.

How many ♡ does Nancy have left?

Nancy has 3 ♡ left.

# Think Addition to Subtract

Name \_\_\_\_\_

You can use a related addition fact to help you find a difference.

**Think:**

$10 - 3 = ?$

$7 + 3 = 10$

So,  $10 - 3 = 7$ .

Use a related addition fact to find the difference.

Write the addition fact you use.

Then write the difference.

1.  $8 - 6 = ?$

$8 + 6 = 14$

$8 - 6 = 2$

2.  $12 - 5 = ?$

$7 + 5 = 12$

$12 - 5 = 7$

3.  $9 - 4 = ?$

$5 + 4 = 9$

$9 - 4 = 5$

4.  $6 - 2 = ?$

$4 + 2 = 6$

$6 - 2 = 4$

5.  $10 - 2 = ?$

$8 + 2 = 10$

6.  $7 - 4 = ?$

$3 + 4 = 7$

7.  $11 - 7 = ?$

$4 + 7 = 11$

8.  $6 - 3 = ?$

$3 + 3 = 6$


9.  $9 - 8 = ?$

$1 + 8 = 9$

# Use a Bar Model

Name \_\_\_\_\_

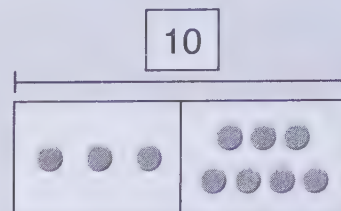
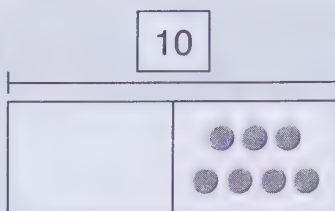
Mike has 10 .

Some of the  are green.


Seven  are red.

How many green  does Mike have?





Mike has 3 green .



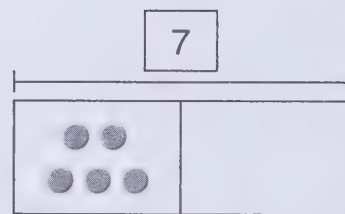
$$10 - 7 = 3$$

Solve. Draw  to help.




Write an addition or subtraction sentence.

1. There are 7 . Five of the  are brown. The rest of the  are white. How many white  are there?

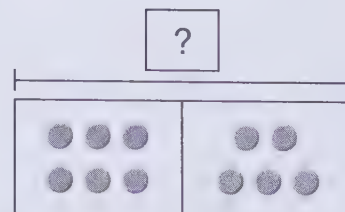
2  are white.



$$7 - 5 = 2$$

2. Jan has 6 red . She has 5 yellow . How many  does Jan have?

Jan has 11 .



$$6 + 5 = 11$$




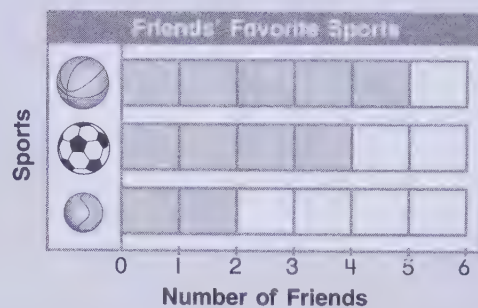
# Data and Questions

Name \_\_\_\_\_



You can answer questions about data in graphs.

How many friends voted for ?



2 friends voted for .





Use the bar graph to answer the questions.

1. How many fewer friends like  than ?

$$4 - 2 = 2$$

2. How many more friends like  than ?



$$5 - 2 = 3$$

3. How many fewer friends like  than ?

$$4 - 5 = -1$$

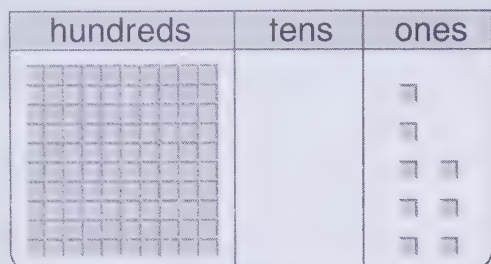
4. How many friends voted for a favorite sport?

$$5 + 4 + 2 = 12$$

5. One friend forgot to vote. Her favorite sport is . How many friends like  now?

$$2 + 1 = 3$$

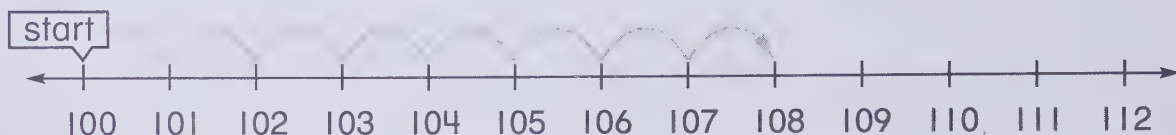
6. Use the data in the graph. Write a question. Answer the question.



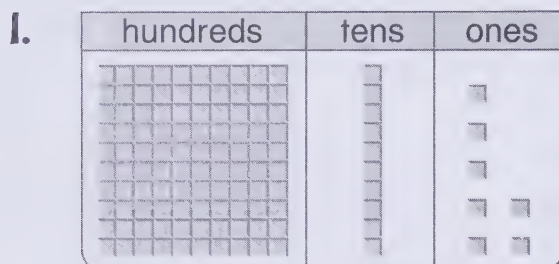
1 hundred 0 tens 8 ones

108

one hundred eight

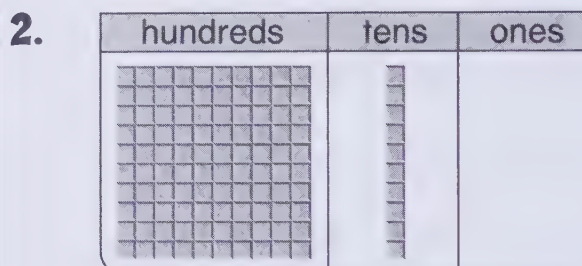


Use the model to write how many.



1 hundred 1 ten 7 ones

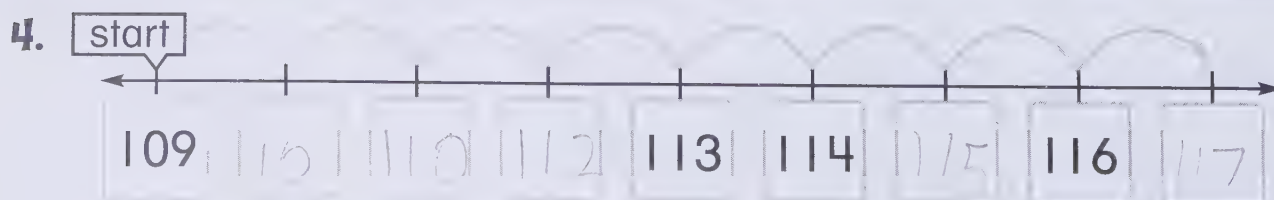
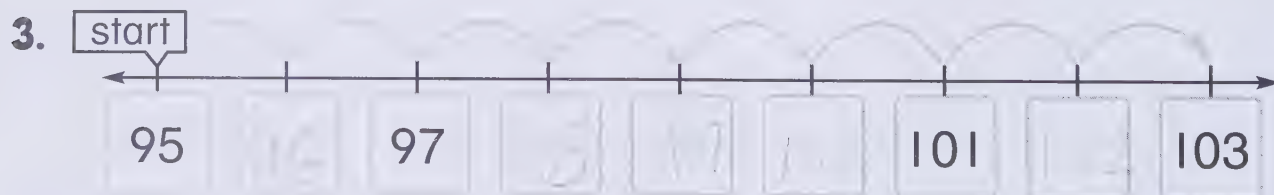
117



1 hundred 1 ten 0 ones

110

Count by ones. Write the missing numbers.

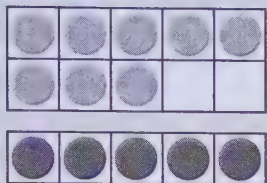


# Properties of Operations

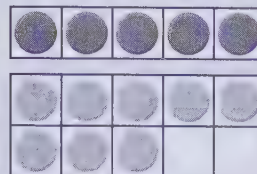
Name \_\_\_\_\_

When you change the order of the addends, the sum is the same.

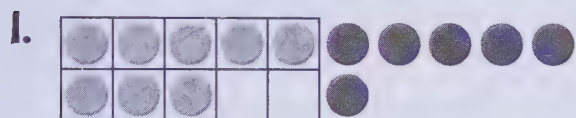
$$8 + 5 = 13$$



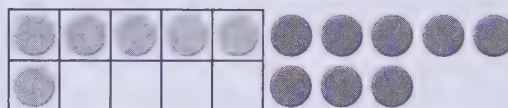
$$5 + 8 = 13$$



Find the sum. Change the order of the addends.  
Find the sum again.



$$8 + 6 = 14$$



$$6 + 8 = 14$$

$$2. \quad 7 + 5 = 12$$

$$5 + 7 = 12$$

$$3. \quad 7 + 8 = 15$$

$$8 + 7 = 15$$

$$4. \quad 8 + 3 = 11$$

$$3 + 8 = 11$$

$$5. \quad 4 + 6 = 10$$

$$6 + 4 = 10$$

$$6. \quad 3$$

$$+ 9$$

$$3$$

$$+ 3$$

$$7. \quad 6$$

$$+ 7$$

$$7$$

$$+ 7$$

$$8. \quad 9$$

$$+ 7$$

$$+ 7$$



# Make 10 to Add

Name \_\_\_\_\_

You can make 10 to help find sums.

Add:  $9 + 4$

Break apart 4.  $\rightarrow$

Next add to make 10.  $\rightarrow$

Then add 3 more.

$$\begin{array}{r} 9 + 4 \\ 9 + 1 + 3 \end{array}$$

$$\begin{array}{r} 9 + 1 + 3 \\ 10 + 3 \end{array}$$

$$10 + 3 = 13$$

$$\text{So, } 9 + 4 = 13.$$

Break apart one addend to make 10.

Then find the sum. You can use counters to help.

1.  $8 + 6 = ?$

$$\begin{array}{r} 8 + 2 + 4 = ? \\ 10 + 4 = 14 \end{array}$$

$$\text{So, } 8 + 6 = 14.$$

2.  $5 + 7 = ?$

$$\begin{array}{r} 5 + 5 + 2 = ? \\ 10 + 2 = 12 \end{array}$$

$$\text{So, } 5 + 7 = 12.$$

3.  $9 + 8 = ?$

$$9 + 4 + 4 = 14$$

4.  $7 + 6 = ?$

$$7 + 3 + 3 = 13$$

5.  $7 + 9 = ?$

$$7 + 3 + 6 = 16$$

6.  $5 + 8 = ?$

$$5 + 4 + 4 = 14$$

# Make 10 to Subtract

Name \_\_\_\_\_

You can make 10 to help subtract.

Subtract:  $14 - 6$

Break apart 6.  $\rightarrow$

Next subtract 4  
to make 10.  $\rightarrow$

Then subtract  
2 more.

$$\begin{array}{r} 14 - 6 \\ \swarrow \searrow \\ 14 - 4 - 2 \end{array}$$

$$\begin{array}{r} 14 - 4 - 2 \\ \hline 10 - 2 \end{array}$$

$$10 - 2 = 8$$

$$\text{So, } 14 - 6 = 8.$$

Subtract one part from the whole to make 10.  
Then subtract the other part.

1.  $18 - 9$

$$\begin{array}{r} 18 - 8 - 1 \\ \hline 10 - 1 = 9 \end{array}$$

$$\text{So, } 18 - 9 = 9.$$

2.  $13 - 7$

$$\begin{array}{r} 13 - 3 - 4 \\ \hline 10 - 4 = 6 \end{array}$$

$$\text{So, } 13 - 7 = 6.$$

3.  $11 - 6$

$$\begin{array}{r} 11 - 1 - 5 \\ \hline 10 - 5 = 5 \end{array}$$

4.  $14 - 9$

$$\begin{array}{r} 14 - 4 - 5 \\ \hline 10 - 5 = 5 \end{array}$$

5.  $16 - 8$

$$\begin{array}{r} 16 - 6 - 2 \\ \hline 10 - 2 = 8 \end{array}$$

6.  $15 - 6$

$$\begin{array}{r} 15 - 5 - 1 \\ \hline 10 - 1 = 9 \end{array}$$

# True and False Sentences

Name \_\_\_\_\_

A number sentence can be true or false.

= means  
is the same as

Is  $7 + 6 = 13$  true or false? Is  $14 - 8 = 7$  true or false?

Add  $7 + 6$  to find out.

$$7 + 6 = 13$$

Does  $13 = 13$ ? Yes.

$7 + 6$  is the same as 13.

So,  $7 + 6 = 13$  is true.

Subtract  $14 - 8$  to find out.

$$14 - 8 = 6$$

Does  $6 = 7$ ? No.

$14 - 8$  is not the same as 7.

So,  $14 - 8 = 7$  is false.

Circle the number sentences that are true.

Cross out the number sentences that are false.

1.  $9 = 16 - 7$

2.  $6 + 6 = 14$

3.  $8 + 3 = 3 + 8$

4.  $15 - 8 = 14 - 7$

5.  $20 = 8 + 12$

6.  $5 + 3 + 5 = 13$

7.  $12 - 7 = 4$

8.  $13 - 5 = 8$

9.  $6 = 16 - 9$

10.  $7 + 4 = 4 + 6$

11.  $19 = 19$

12.  $8 + 6 = 14$

13.  $20 - 10 = 10$

14.  $17 - 10 = 8$

15.  $16 = 9 + 9$

16.  $2 + 4 + 6 = 12$

17.  $13 = 4 + 9$

18.  $7 + 5 = 5 + 7$





# Add and Subtract to Compare

Name \_\_\_\_\_

You can add or subtract to compare.

Lily has 6 red beads.  
She has 5 more blue beads than red beads.  
How many blue beads does Lily have?

Red beads	
Blue beads	

$$6 + 5 = 11$$

Lily has 11 blue beads.

Draw \_\_\_\_\_ to compare. Then add or subtract to solve.

1. Matt reads 7 books. Tom reads 15 books. How many more books does Tom read?

Matt	_____
Tom	_____

$$15 - 7 = 8$$

Tom reads 8 more books.

2. Lisa buys 5 stamps. Ellen buys 9 more stamps than Lisa. How many stamps does Ellen buy?

Lisa	_____
Ellen	_____

$$5 + 9 = 14$$

Ellen buys 14 stamps.

3. Joe has 12 brown socks. He has 4 fewer black socks. How many black socks does Joe have?

Brown	_____
Black	_____

$$12 - 4 = 8$$

Joe has 8 black socks.

The number of sides tells about the kind of figure.

The number of corners tells about the kind of figure.



3 sides

3 corners

Circle the words that tell about the kind of figure.

Then draw the figure.

1. rectangle

4 corners

2. triangle

small



yellow



3 sides

3. circle

0 sides

4. pentagon

blue



big



5 corners

5. square

short

6. triangle

3 corners



4 sides



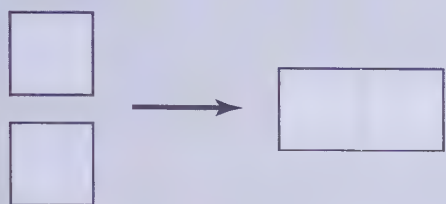
tall

# Ways to Make Plane Figures

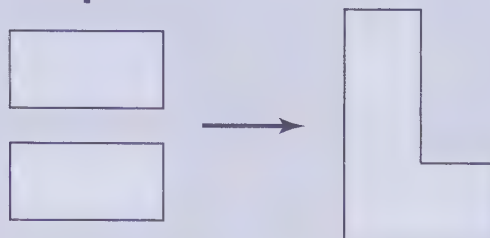
Name \_\_\_\_\_

You can put together plane figures to make new plane figures.

## Step 1



## Step 2

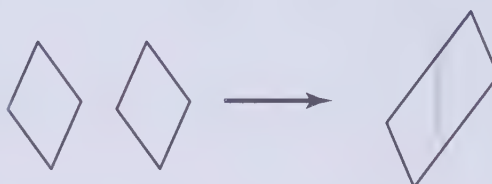


- a. Draw a line to show how to use the plane figures to make a new figure.
- b. Draw a line to show how to use two of the new figures to make another shape.

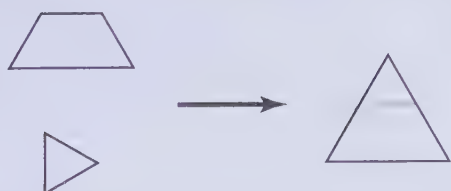
1. a.



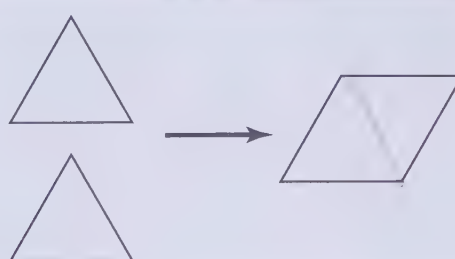
b.



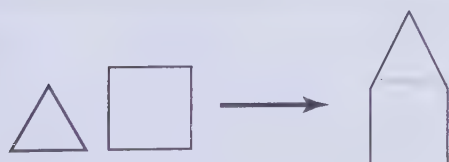
2. a.



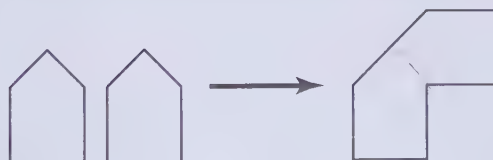
b.



3. a.



b.



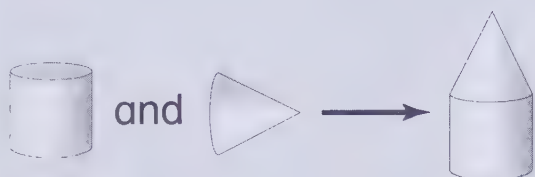


# Ways to Make Solid Figures

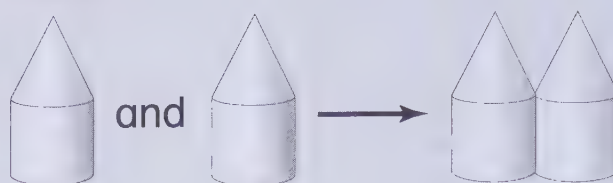
Name \_\_\_\_\_

You can put together solid figures to make new solid figures.

## Step 1

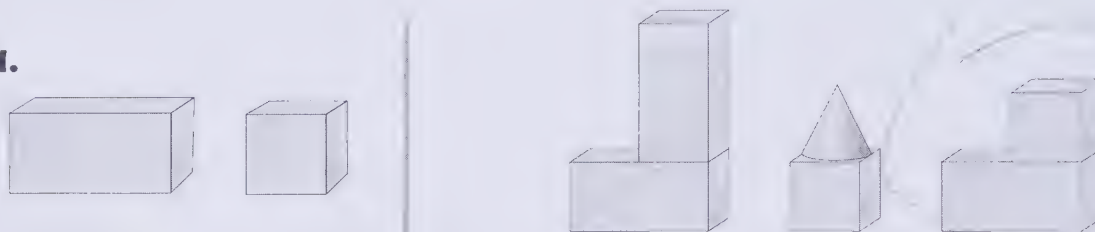


## Step 2

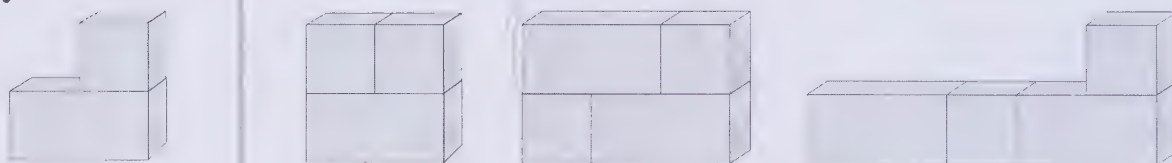


- a. Use the two solid figures. Circle the new figure you can make.
- b. Use two of the new figure from a. Circle the shape you can make.

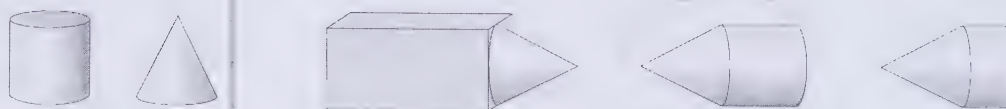
1. a.



1. b.



2. a.



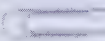
2. b.

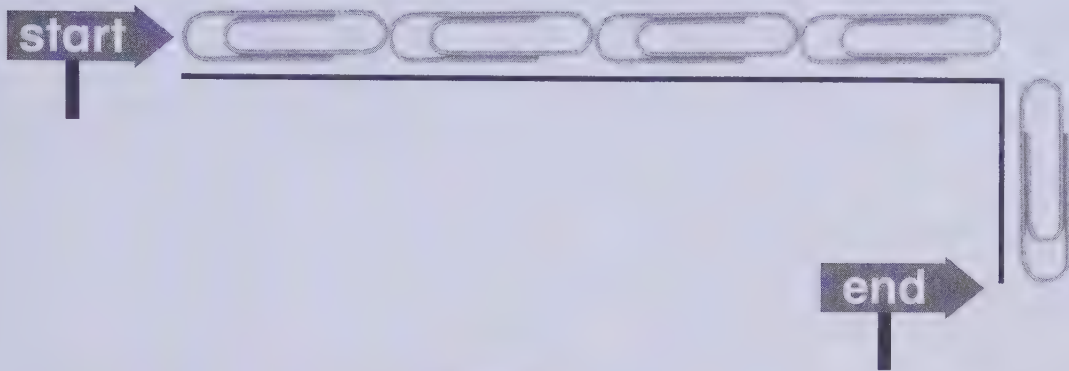



# Length of a Path

Name \_\_\_\_\_

Distance is the length along a path.

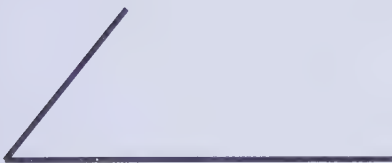
Place the  end-to-end to measure.



The distance is about 5 .

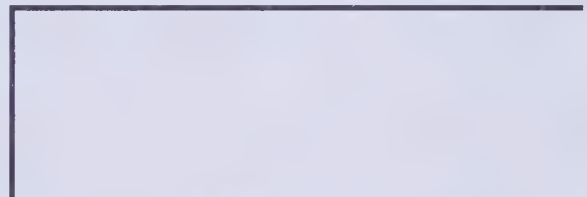
Use  to measure the distance along each path.

1.



about 3 


2.



about 4 

3.



about 4 

4.

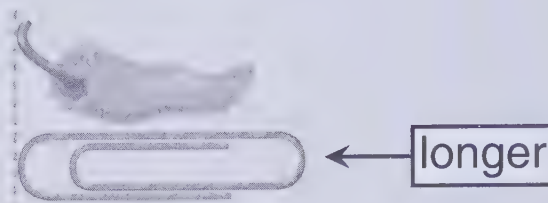
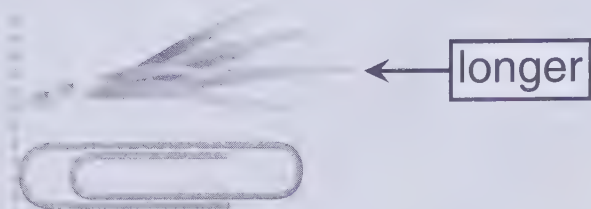


about 2 

# Use Indirect Comparison



Name \_\_\_\_\_

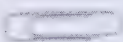
Use a  to compare the lengths.







 is longer than .



 is longer than .



So,  is longer than .

Compare the length of each picture to a small .  
Write **shorter** or **longer** to finish each sentence.

1.  is shorter than .

2.  is longer than .

3.  is longer than .

4.  is longer than .

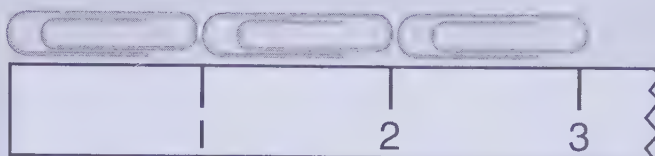
5.  is longer than .




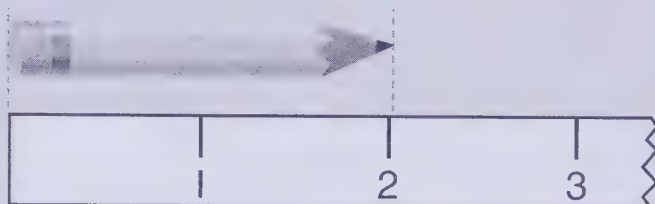
# Use a Ruler

Name \_\_\_\_\_

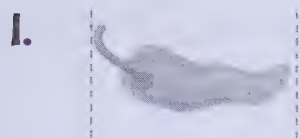
Go to pages 213–214 in this Workbook. Use the ruler you made.



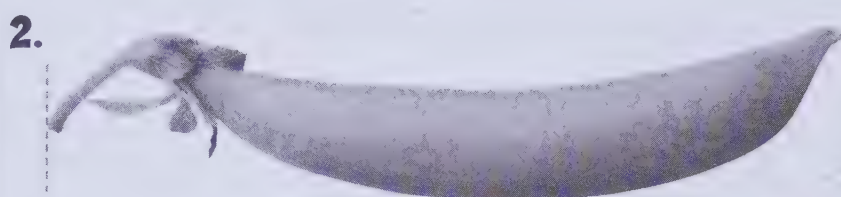
Use your ruler to measure the length of the .



Use your ruler to measure the length of each picture.



about 1 unit



about 1 units



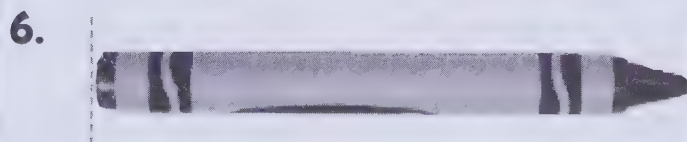
about 3 units



about 2 units



about 2 units



about 3 units

# Add Using Drawings

Name \_\_\_\_\_

$$62 + 13 = ?$$

Draw the addends.

tens	ones
6	2
1	3
7	5

$$62 + 13 = 75$$

Add the ones.

tens	ones
6	2
1	3
	5

Then add the tens.

tens	ones
6	2
1	3
7	5

Add. Draw tens and ones to help.

1.

tens	ones
4	2
3	3
7	5

tens	ones

2.

tens	ones
1	5
2	4
3	9

tens	ones

3.

tens	ones
3	6
5	0
8	6

tens	ones

4.

tens	ones
2	1
4	7
6	8

tens	ones

5.

tens	ones
1	3
1	4
2	7

tens	ones

6.

tens	ones
4	2
5	2
9	4

tens	ones

# Count On by Tens or Ones to Add

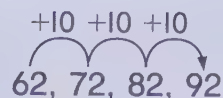
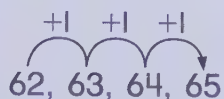
Name \_\_\_\_\_

What is 3 more than 62?

What is 30 more than 62?

Start at 62. Count on 3 ones.

Start at 62. Count on 3 tens.



65 is 3 more than 62.

92 is 30 more than 62.

Count on by ones to find the number that is more.

Use and to check.

1. 4 more than 23

2. 1 more than 54

3. 2 more than 61

27

55

63

4. 3 more than 76

5. 5 more than 12

6. 2 more than 30

79

17

32

Count on by tens to find the number that is more.

Use and to check.

7. 40 more than 49

8. 10 more than 32

9. 20 more than 23

89

42

43

10. 30 more than 64

11. 50 more than 36

12. 40 more than 17

94

86

57

13. 10 more than 71

14. 30 more than 45

15. 20 more than 50

81

75

70



# Use Strategies to Add

Name \_\_\_\_\_

You can use different strategies to add.

## Count On to Add

Change the order of the addends if you need to.

$$\begin{array}{r} 30 \\ + 16 \\ \hline ? \end{array} \quad \begin{array}{r} 16 \\ + 30 \\ \hline 46 \end{array}$$

10 + 10 + 10  
16, 26, 36, 46

## Break Apart to Add

Break apart one addend into tens and ones.

$$\begin{array}{r} 42 \\ + 5 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ 2 \\ + 5 \\ \hline ? \end{array} \quad \begin{array}{r} 40 \\ 2 \\ + 7 \\ \hline 47 \end{array}$$

Use a strategy to find the sum.

1.  $\begin{array}{r} 46 \\ + 3 \\ \hline 49 \end{array}$

2.  $\begin{array}{r} 30 \\ + 14 \\ \hline 44 \end{array}$

3.  $\begin{array}{r} 23 \\ + 5 \\ \hline 28 \end{array}$

4.  $\begin{array}{r} 60 \\ + 27 \\ \hline 87 \end{array}$

5.  $\begin{array}{r} 20 \\ + 32 \\ \hline 52 \end{array}$

6.  $\begin{array}{r} 71 \\ + 4 \\ \hline 75 \end{array}$

7.  $\begin{array}{r} 50 \\ + 18 \\ \hline 68 \end{array}$

8.  $\begin{array}{r} 91 \\ + 2 \\ \hline 93 \end{array}$

9.  $\begin{array}{r} 32 \\ + 7 \\ \hline 39 \end{array}$

10.  $\begin{array}{r} 24 \\ + 2 \\ \hline 26 \end{array}$

11.  $\begin{array}{r} 60 \\ + 21 \\ \hline 81 \end{array}$

12.  $\begin{array}{r} 40 \\ + 34 \\ \hline 74 \end{array}$

# Add 2-Digit Numbers

Name \_\_\_\_\_

You can use different strategies to add.  $26 + 32 = ?$

## One Way to Add

Break apart one addend into tens and ones.

$$\begin{array}{r}
 26 \\
 + 32 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 26 \\
 + 30 \\
 \hline
 56
 \end{array}
 +
 \begin{array}{r}
 2 \\
 + 2 \\
 \hline
 4
 \end{array}
 = 58$$

## Another Way to Add

Break apart both addends into tens and ones.

$$\begin{array}{r}
 26 \\
 + 32 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 20 \\
 + 30 \\
 \hline
 50
 \end{array}
 +
 \begin{array}{r}
 6 \\
 + 2 \\
 \hline
 8
 \end{array}
 = 58$$

Use a strategy to find the sum.

1. 
$$\begin{array}{r}
 63 \\
 + 25 \\
 \hline
 \end{array}$$

2. 
$$\begin{array}{r}
 21 \\
 + 34 \\
 \hline
 \end{array}$$

3. 
$$\begin{array}{r}
 18 \\
 + 51 \\
 \hline
 \end{array}$$

4. 
$$\begin{array}{r}
 32 \\
 + 14 \\
 \hline
 \end{array}$$

5. 
$$\begin{array}{r}
 54 \\
 + 43 \\
 \hline
 \end{array}$$

6. 
$$\begin{array}{r}
 45 \\
 + 23 \\
 \hline
 \end{array}$$

7. 
$$\begin{array}{r}
 25 \\
 + 22 \\
 \hline
 \end{array}$$

8. 
$$\begin{array}{r}
 12 \\
 + 63 \\
 \hline
 \end{array}$$

9. 
$$\begin{array}{r}
 73 \\
 + 23 \\
 \hline
 \end{array}$$

10. 
$$\begin{array}{r}
 18 \\
 + 21 \\
 \hline
 \end{array}$$

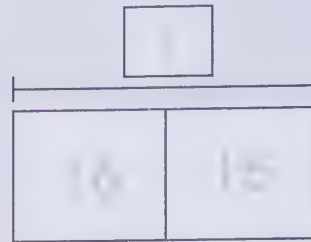
11. 
$$\begin{array}{r}
 32 \\
 + 37 \\
 \hline
 \end{array}$$

12. 
$$\begin{array}{r}
 44 \\
 + 22 \\
 \hline
 \end{array}$$

# Bar Models and Addition Problems

Name \_\_\_\_\_

Mr. Ray's class has 16 girls.  
Mr. Ray's class has 15 boys.  
How many children are  
in Mr. Ray's class?



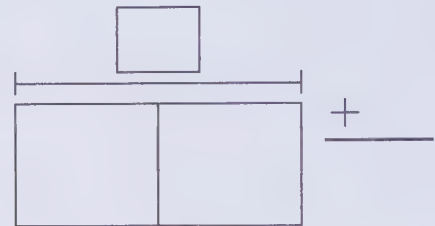
$$\begin{array}{r} 16 \\ + 15 \\ \hline 31 \end{array}$$

There are 31 children in Mr. Ray's class.

Complete the bar model. Add to solve.

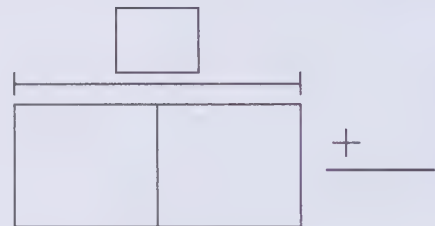
1. Kim planted 33 pumpkin seeds.  
Then she planted 19 more pumpkin  
seeds. How many seeds did Kim  
plant in all?

\_\_\_\_\_ seeds



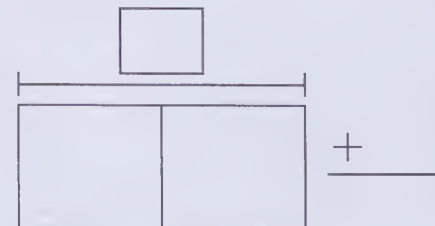
2. Mr. Tan cooked some hotdogs for a  
picnic. He cooked 28 beef hotdogs.  
He cooked 45 turkey hotdogs. How  
many hotdogs did Mr. Tan cook?

\_\_\_\_\_ hotdogs



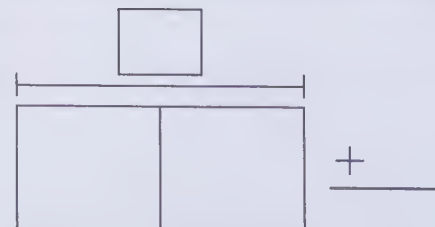
3. Pedro has 47 car models. He has  
14 fewer car models than his brother.  
How many car models does his  
brother have?

\_\_\_\_\_ car models



4. Beth read 64 pages of a book. Mary  
read 26 more pages than Beth. How  
many pages did Mary read?

\_\_\_\_\_ pages





# Mental Math: Ten More or Ten Less

Name \_\_\_\_\_

What number is 10 less than 53?

What number is 10 more than 53?

Count back 10.

Count on 10.

43

53

63

43 is 10 less than 53.

63 is 10 more than 53.

Use mental math.

Write the number that is 10 less.

Then write the number that is 10 more.

1. 55 65 75

2. 39 49 59

3. 14 24 34

4. 27 37 47

5. 71 81 91

6. 41 50 60

7. 13 23 33

8. 66 76 86

9. 32 42 52

10. 44 54 64

11. 20 30 40

12. 7 17 27

13. 78 88 98

14. 52 62 72

15. 65 75 85

# Subtract Multiples of 10

Name \_\_\_\_\_

You can use addition to help you subtract.

Subtract  $70 - 30 = ?$

$\begin{array}{r} 70 \\ -30 \\ \hline ? \end{array}$	$\begin{array}{r} ? \\ +30 \\ \hline 70 \end{array}$	$\begin{array}{r} 40 \\ +30 \\ \hline 70 \end{array}$	$\begin{array}{r} 70 \\ -30 \\ \hline 40 \end{array}$
------------------------------------------------------	------------------------------------------------------	-------------------------------------------------------	-------------------------------------------------------

So,  $70 - 30 = 40$ .

Use addition to find the difference.

Write the addition you use. Then write the difference.

1. $60 - 10 = \underline{\quad}$	2. $80 - 40 = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3. $40 - 30 = \underline{\quad}$	4. $50 - 20 = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

5. $70 - 40 = \underline{\quad}$	6. $90 - 30 = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

7. $80$	8. $90$	9. $60$
$\underline{-60}$	$\underline{-40}$	$\underline{-60}$
$+ \underline{\quad}$	$+ \underline{\quad}$	$+ \underline{\quad}$

10. $50$	11. $70$	12. $40$
$\underline{-40}$	$\underline{-10}$	$\underline{-20}$
$+ \underline{\quad}$	$+ \underline{\quad}$	$+ \underline{\quad}$

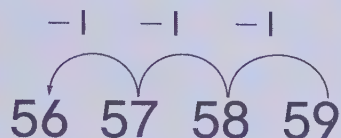
# Count Back by Tens or Ones to Subtract

Name \_\_\_\_\_

What is 3 less than 59?

Start at 59.

Count back 3 ones.

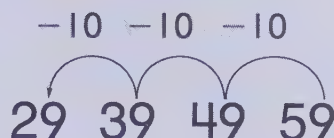


56 is 3 less than 59.

What is 30 less than 59?

Start at 59.

Count back 3 tens.



29 is 30 less than 59.

Count back by ones to find the number that is less.

Use and to check.

1. 2 less than 65

\_\_\_\_\_

2. 4 less than 28

\_\_\_\_\_

3. 3 less than 37

\_\_\_\_\_

4. 1 less than 52

\_\_\_\_\_

5. 3 less than 46

\_\_\_\_\_

6. 5 less than 77

\_\_\_\_\_

Count back by tens to find the number that is less.

Use and to check.

7. 40 less than 98

\_\_\_\_\_

8. 20 less than 55

\_\_\_\_\_

9. 10 less than 29

\_\_\_\_\_

10. 30 less than 64

\_\_\_\_\_

11. 40 less than 93

\_\_\_\_\_

12. 50 less than 92

\_\_\_\_\_

13. 10 less than 77

\_\_\_\_\_

14. 20 less than 80

\_\_\_\_\_

15. 30 less than 48

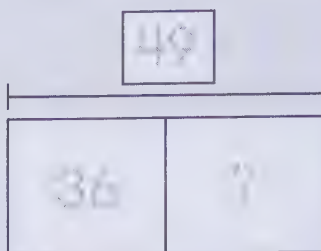
\_\_\_\_\_



# Bar Models and Subtraction Problems

Name \_\_\_\_\_

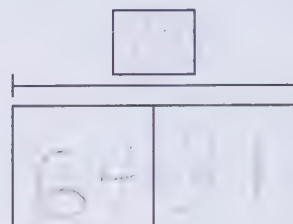
There are 49 balloons.  
Some balloons pop.  
Now there are 36 balloons.  
How many balloons pop?  
13 balloons pop.



$$\begin{array}{r} 49 \\ - 36 \\ \hline 13 \end{array}$$

Use a bar model. Subtract to solve.

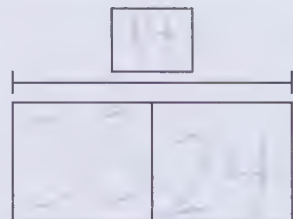
1. There are 64 cars in the school parking lot. Some cars drive away. Now there are 31 cars in the parking lot. How many cars drove away?



$$\begin{array}{r} 64 \\ - 31 \\ \hline 33 \end{array}$$

33 cars drove away.

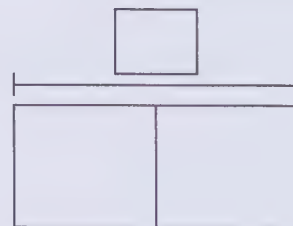
2. Gabe has 38 crayons. Trish has 24 fewer crayons. How many crayons does Trish have?



$$\begin{array}{r} 38 \\ - 24 \\ \hline 14 \end{array}$$

Trish has 14 crayons.

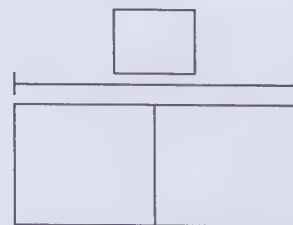
3. Ms. Teller bakes 72 cookies. She gives some to friends. Now she has 42 cookies. How many cookies did Ms. Teller give to friends?



$$\begin{array}{r} 72 \\ - 42 \\ \hline 30 \end{array}$$

Ms. Teller gave \_\_\_\_\_ cookies to friends.

4. Chris has 87¢. He spends 62¢ on a sticker. How much money does Chris have now?



$$\begin{array}{r} 87 \\ - 62 \\ \hline 25 \end{array}$$

Chris has \_\_\_\_\_ ¢ now.

# Compare Fractions

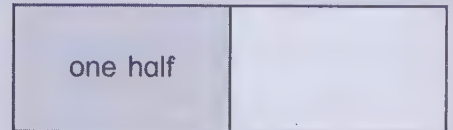
Name \_\_\_\_\_

The rectangles are the same size.  
Which shaded part is smaller?

One quarter  
is the same as  
one fourth.

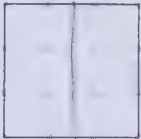
$\frac{1}{4}$  is less than  $\frac{1}{2}$ .

One quarter is smaller than one half.



Draw and color to show each fraction.  
Circle the fraction for the larger part.

1.



one half

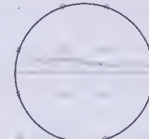


one fourth

2.



one fourth



one half

Draw and color to show each fraction.  
Circle the fraction for the smaller part.

3.

$\frac{1}{4}$

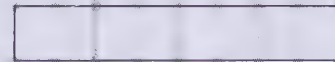


$\frac{1}{3}$



4.

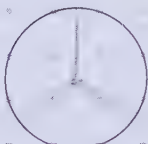
$\frac{1}{4}$



$\frac{1}{2}$



5.

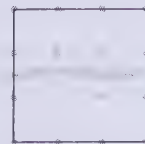


one third

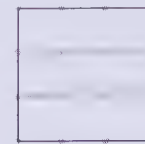


one quarter

6.



$\frac{1}{2}$



$\frac{1}{3}$

## Dear Student,

Pages 268–282 of this workbook have Performance Tasks that let you show your understanding of the Common Core math taught in *Progress in Mathematics*.

Each performance task has five parts. The content of each part meets the Common Core State Standards (CCSS) for *Progress in Mathematics* lessons. The goal of each performance task is for you to apply critical thinking skills and various problem-solving strategies to the math content learned in the chapters. The Performance Tasks are useful tools for evaluating your understanding of Grade 1 math and the Common Core State Standards. You will find the Performance Tasks on the following pages.

Performance Task 1: Chapters 1–4      pages 268–272

Performance Task 2: Chapters 5–8      pages 273–277

Performance Task 3: Chapters 9–12      pages 278–282

Your teacher will use a rubric in the Teacher's Edition of this workbook to record your understanding of Common Core State Standards.



## Performance Task Contents

<b>C</b> Performance Task 1 .....	268
<b>C</b> Performance Task 2 .....	273
<b>C</b> Performance Task 3 .....	278

# C Performance Task I

## The Great Marble Match

Name \_\_\_\_\_

I There is a big  game at the park.

Six children are playing with .

Two more children join them.

Then 4 more children join them.

How many children are playing with ?



Here are some strategies you can use.

- Draw a picture.
- Write addition facts.
- Count on.
- Make ten.

Show your work.

\_\_\_\_\_ children are playing with .

# C Performance Task I

## Lucy's Lost Marbles

Name \_\_\_\_\_

2 Lucy has 9 .

She loses some of them in the grass.

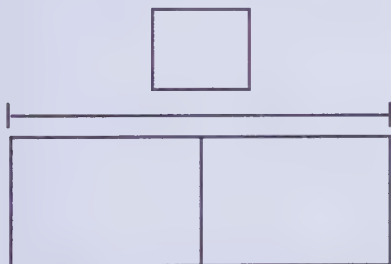
Now she has 5 .


How many  does Lucy lose in the grass?



- Use the bar model.
- Write a subtraction sentence.
- Add to check your answer.
- Write your related addition sentence.

Show your work.



Lucy loses \_\_\_\_\_  in the grass.




# C Performance Task I

## Peter's Puzzle

Name \_\_\_\_\_

3 Peter has red and blue .

He has 10  in all.

At least 3  are blue.

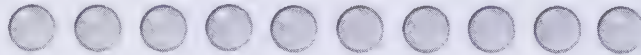
How many blue  could Peter have?

How many red  could he have?




- Fill in the addition chart.
- Look for a pattern. Describe the pattern.
- Write an addition fact for each answer.
- Write a related subtraction fact for each addition fact.


Show your work.



Addend	Addend	Sum

The pattern is \_\_\_\_\_.

Peter could have \_\_\_\_\_ or \_\_\_\_\_ blue .

He could have \_\_\_\_\_ or \_\_\_\_\_ red .



# C Performance Task 1

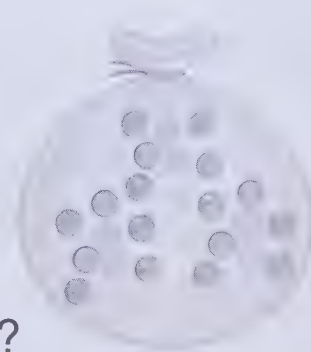
## What a Game!

Name \_\_\_\_\_




4 Three children have marbles on the ground.





- Tally to show how many marbles of each kind.
- Make a pictograph from your tally chart.

How many more  than  are on the ground?



Show your work.

Kinds of Marbles		
Marble	Tally	Number
		
		
		

Kinds of Marbles	
	
	
	
Key : Each  stands for 1 marble.	



There are \_\_\_\_\_ more  than  on the ground.

# C Performance Task I

Name \_\_\_\_\_

## The Final Tally

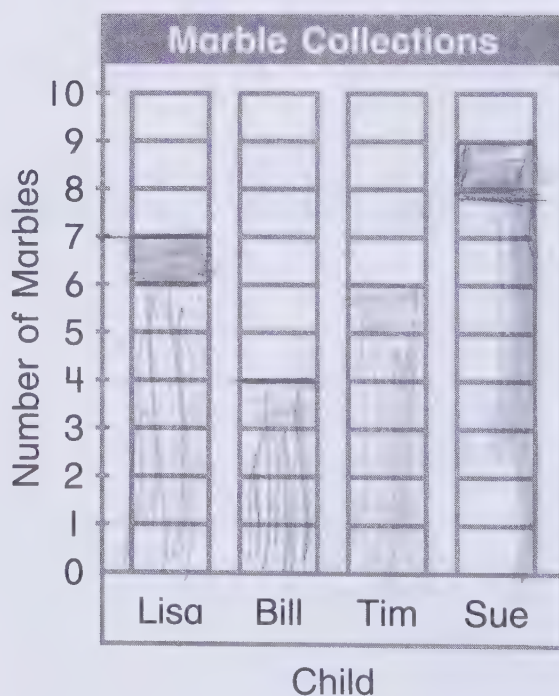
- 5 The Great Marble Match is over. Children are walking home. The tally chart shows how many marbles some children have.



- Make a bar graph from the tally chart.
- Write some questions you can answer by reading the graph.
- Write a question comparing how many marbles two children have.
- Answer each question.
- Write a subtraction sentence for your comparing question.

Show your work.

Marble Collections	
Child	Tally
Lisa	
Bill	
Tim	
Sue	





# C Performance Task 2

## Super Stamp Collections

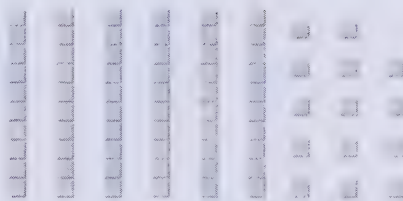
Name \_\_\_\_\_


I Many children collect .

Some children collect old .




Some children collect new .

You can collect  from all over the world!



Derek has this many  74


Rita has 59 .

- Write how many  Derek has.
- Write the value of each digit in Derek's number of .
- Write Rita's number of  in expanded form.
- Compare the numbers. Write  $<$ ,  $=$ , or  $>$ .

Derek gives 10 of his  to Rita.

Who has more  now?

Show your work.

Rita has more  now.

## C Performance Task 2


### More Stamps for Sam

Name \_\_\_\_\_

2 Sam has 5 .

His mom gives him 6 more .

Then his dad gives him 4 more .

How many  does Sam have now?

Here are some strategies you can use.

- Draw a picture.
- Change the order of the addends.
- Make 10.
- Use a doubles fact.

Show your work.


Sam has 15  now.



## C Performance Task 2

### Stella Uses Stamps!

Name \_\_\_\_\_

3 Stella writes cards to send to friends.

She has 17 .

Stella puts 8  on the cards.

She mails the cards.

How many  does Stella have now?

- Make 10 to subtract.
- Write a subtraction fact.
- Add to check your answer.
- Write the rest of the related facts in the fact family.

Show your work.



Stella has \_\_\_\_\_  now.



# Performance Task 2

## Stamp Shapes

Name \_\_\_\_\_

4 Nick collects  from many countries.

His  are many colors.

His  are many sizes.

The  are shaped like plane figures.

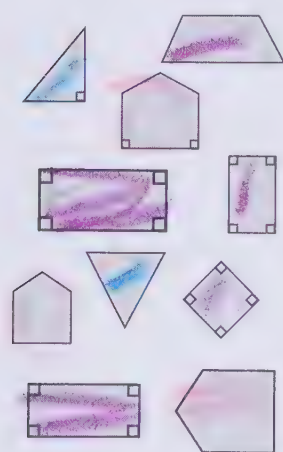


Nick wants to make a bar graph.

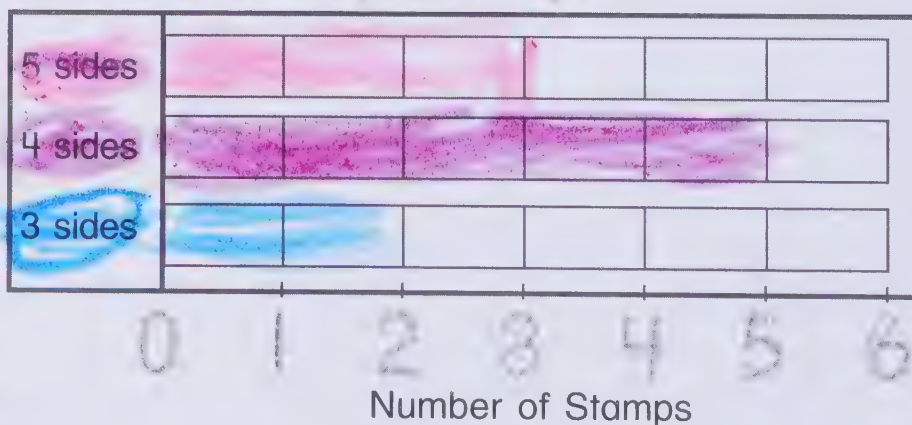
The graph will show the kinds of plane figures in his stamp collection.

- Make a bar graph to show Nick's stamp collection.
- Write a question that can be answered by looking at the graph.
- Answer your question.

Show your work.



Plane Figures



How many sides

# C Performance Task 2

## World Stamp Fair

Name \_\_\_\_\_

- 5 Meg is going to the Stamp Fair.  
She will see old stamps.  
She will see rare stamps.  
Meg will see stamps that are worth  
a lot of money!




The Stamp Fair starts at 1:00.  
The clocks show when she sees the stamps.  
Meg leaves the fair at half past 2.

- Write the time Meg sees each kind of stamp.
- Draw arrows to show the path Meg takes.
- Draw the hands on the clock to show when Meg leaves the fair.


Show your work.

**Rare Stamps**




\_\_\_\_\_

**Old Stamps**



\_\_\_\_\_

**New Stamps**



\_\_\_\_\_

Meg leaves the fair at



# C Performance Task 3

## Green Hill Vegetable Stand

Name \_\_\_\_\_

I Fran's family lives on Green Hill Farm.


They have animals.

They grow  and other vegetables.

They sell fresh vegetables at a stand.

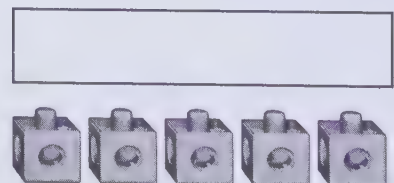
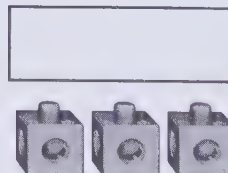
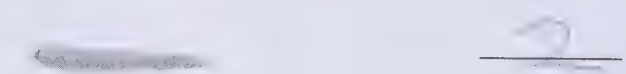
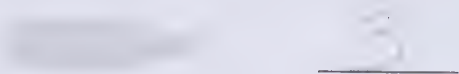


Help Fran put  and  in boxes.

Use  to measure.

- Compare the lengths of the vegetables in each group.
- Order the vegetables from shortest to longest.
- Write **1st**, **2nd**, and **3rd**.
- Then measure the boxes.
- Draw lines to show which two boxes Fran will use.

Show your work.





# **C Performance Task 3** **Peppers, Peppers, Everywhere!**

Name \_\_\_\_\_



**2** The farm has a field of .  
 Fran picks every day.

On Tuesday, Fran picks 43 .  
 Then she picks 26 more .

On Wednesday, Fran picks 30 .  
 Then she picks 37 more .

On which day does Fran pick more ?

Here are some strategies you can use.

- Use and .
- Use an addition frame.
- Break apart the addends.
- Count on.

$$69 > 67$$

Show your work.

*Tuesday*

	tens	ones
+	4	3
—	2	—

tens	ones

*wednesday*

tens	ones
+	3
—	7

Fran picks more on Tuesday.

# C Performance Task 3

## How Much Money?

Name \_\_\_\_\_

3 Mr. Kane buys two .





Fran weighs the  to find how much they cost.

The large  costs 38¢.

The small  costs 23¢.

How much do the  cost in all?

Here are some strategies you can use.

- Use a bar model.
- Use an addition frame.
- Use  and .
- Use  and .
- Break apart the addends.

Show your work.

	tens	ones
+	3	8
	2	3


The  cost 61 in all.



# C Performance Task 3

## A Bean Problem


Name \_\_\_\_\_


4 A blue box has 80 .

Fran sells 50  from the blue box.



A green box has 60 .

Fran sells 40  from the green box.

Ms. Landers wants to buy 30 .

Which box of  should Fran sell to her?


Here are some strategies you can use.

- Use  or .
- Count back.
- Use addition.
- Use bar models.

Show your work.

<u>Blue</u>	<u>Green</u>
80	60
- 50	- 40
<hr/>	<hr/>
30	20
<hr/>	<hr/>



Fran should sell the Blue box of  to Ms. Landers.



# Performance Task 3

Name \_\_\_\_\_

## Two Breads

5 Fran makes a  bread.


She also makes a  bread.


The breads are the same size.

Fran cuts the  bread into

4 equal parts.



She cuts the  bread into 2 equal parts.

Wendy buys 1 part of the  bread.

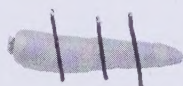
Theo buys 1 part of the  bread.

Who buys more bread? Theo

How many parts of each bread are left?

- Show how Fran cuts the  bread.
- Show how Fran cuts the  bread.
- Color the parts that Fran sells.

Show your work.



**Bread**

3



**Bread**

1

Theo buys more bread.

3 parts of the  bread are left.

1 part of the  bread is left.







**Workbook**

# Progress in Mathematics



Item No. 8871-5



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ISBN 978-0-8215-5101-1



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